

U.S. Department of Education  
Washington, D.C. 20202-5335

## APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award #      P015A140113      P015B140113

Cornell University

**CORNELL UNIVERSITY**

**SOUTHEAST ASIA PROGRAM**

**Proposal for funding, 2014-2018**

**under**

**Title VI Programs**

**United States Department of Education**

**National Resource Centers (CFDA 84.015A)**

**And**

**Foreign Language and Area Studies Fellowships Programs (CFDA 84.015B)**

**Previous Grants Numbered: P015A100165 and P015B100165**

**Kaja McGowan, Project Director, July 1, 2014**

A handwritten signature in black ink, appearing to read "Kaja McGowan", with a long horizontal flourish extending to the right.

## TABLE OF CONTENTS

### **ACRONYM LIST**

Key to Priority Abbreviations for Budget

Pg. A-C  
Pg. D

### **FEDERAL FORMS**

Application for Federal Education Assistance (SF424) &  
Supplemental Information for (SF424)

Tab 1

Assurances & Certifications: Non-Construction (SF424B);  
Lobbying Disclosure (SFLLL); Lobbying (ED 80-0013); & Equal Opportunity

Tab 2

World Area Selection Sheet  
FLAS Approved Language List  
GEPA Provision Section 427 Equal Access

Tab 3

Statutory Requirements  
Diverse Perspectives in Funded Activities  
Government Service in Areas of National Need

Tab 4

### **BUDGET**

Federal Budget Forms ED 524 A

Tab 5

SEAP Budget Request  
Executive Summary  
Detailed FLAS Request  
Detailed NRC Request

Tab 6

### **ABSTRACT**

Tab 7

### **NARRATIVE**

Tab 8

#### Commitment to Subject Area

Pg. 1-7

Operational Support  
Teaching Staff  
Library Support  
Linkages Abroad  
Outreach Support  
Student Support

Pg. 3  
Pg. 4  
Pg. 5  
Pg. 5-6  
Pg. 6-7  
Pg. 7-8

#### Quality of Curriculum Design

Pg. 8-13

Undergraduate and Graduate Curriculum  
Graduate Curriculum  
Academic and Career Advising  
Research; Study Abroad, Summer Language Study

Pg. 8-10  
Pg. 10-11  
Pg. 11-12  
Pg. 12-13

#### Quality of Non-Language Instructional Program

Pg. 13-15

Quality and Extent of Courses by Discipline and School  
Depth of Specialized Courses  
Interdisciplinary Courses  
Non-language faculty and TA training

Pg. 13  
Pg. 14  
Pg. 14  
Pg. 14-15

<b><u>Quality of Language Instructional Program</u></b>	<b><u>Pg. 15-20</u></b>
Instruction and Enrollment	Pg. 15
Language Courses	Pg. 16
Faculty Strength and Language Pedagogy Training	Pg. 17
Quality of Performance-Based Instruction, Resources, Proficiency Requirements	Pg. 17-18
<b><u>Strength of Library</u></b>	<b><u>Pg. 19-21</u></b>
Strength of Library & Institutional Support	Pg. 19
Staffing and Institutional Support	Pg. 20
Accessibility and Cooperative Arrangements	Pg. 20-21
<b><u>Quality of Staff Resources</u></b>	<b><u>Pg. 22-2</u></b>
Quality of the Teaching Faculty and Staff	Pg. 22
Capacity to meet objectives	Pg. 23
Opportunities for Professional Development	Pg. 23-24
Oversight	Pg. 25-27
Nondiscriminatory employment practices	Pg. 27
<b><u>Outreach Activities</u></b>	<b><u>Pg. 27-30</u></b>
Outreach to Elementary Schools	Pg. 28
Post-secondary Outreach	Pg. 28-30
Community, Media, Business	Pg. 30
<b><u>Program Planning and Budget</u></b>	<b><u>Pg. 30-36</u></b>
Activities and Initiatives	
Language Program (PMF Goals 1 & 2)	Pg. 31-32
Myanmar Initiative (PMF Goals 3 & 4)	Pg. 32-33
Community Colleges (PMF 4)	Pg. 33-34
Partnerships to Internationalize Teacher Training Programs (PMF 4)	Pg. 34
Timeline, Use of Resources and Budget	Pg. 34-35
Long-Term Impact	Pg. 35-36
<b><u>Impact and Evaluation</u></b>	<b><u>Pg. 36-45</u></b>
Impact on the University, Community, Region, Nation, and Globe	Pg. 36-38
Equal Access	Pg. 38
Evaluation Plan and Use of Recent Evaluations	Pg. 38
Evaluation Team	Pg. 39
External Evaluator	Pg. 39
Goals and Objectives	Pg. 39
Evaluation Questions and Data Collection	Pg. 40-43
Data Analysis	Pg. 43
Reporting	Pg. 44
Evaluation of the Project Evaluation	Pg. 44
Meeting National Needs	Pg. 44-45
<b><u>FLAS Selection Procedures</u></b>	<b><u>Pg. 45-46</u></b>
Competition Announcement	Pg. 45
Application Procedure and Selection Criteria	Pg. 45-47
<b><u>Competitive Priorities</u></b>	<b><u>Pg. 47-50</u></b>
Absolute Priority: Teacher Training	Pg. 47
Competitive Priority 1: Collaboration with Community Colleges	Pg. 47-48
Competitive Priority 2: Collaboration Schools of Education and Teacher Training Programs	Pg. 48-50
Invitational Priority: Linkages to Universities in Southeast Asia	Pg. 50
FLAS Competitive Priorities 1 and 2	Pg. 50



FLAS Invitational Priority	Pg. 50
<b>APPENDIX 1 – Evaluation Materials</b>	<b>Tab 9</b>
Performance Measure Forms (PMFs)	Pg. 1-4
Logic Model Chart	Pg. 5
<b>APPENDIX 2 – Letters of Support</b>	<b>Tab 10</b>
Cornell Vice Provost for International Affairs	
Mohawk Valley Community College	
Tompkins Cortland Community College	
Onondaga Community College	
SUNY Cortland School of Education	
Syracuse University School of Education	
Ithaca College Department of Education	
Cornell University Education Minor	
<b>APPENDIX 3 – Curriculum Vitae</b>	<b>Tab 11</b>
Organizational Chart	Pg. 2
Table of Contents – Alpha Last Name	Pg. 3-4
Table of Contents – Alpha Last Name within Function	Pg. 5-6
Curriculum Vitae	
Faculty:	
Core	p. 7-17
Emeritus	p. 18-21
Language	p. 22-25
Affiliated	p. 26-34
Staff:	
Program Administration	p. 33-34
Echols Library Staff	p. 39-41
Faculty Associates in Research List	p. 42
<b>APPENDIX 4 – Course List</b>	<b>Tab 12</b>
Course List Summary Cross-Reference to CV by College	p. 1-3
Course List Summary Cross-Reference to CV by Faculty Last Name	p. 4-5
First Year Writing Seminars 2010-2014	p. 6
New Area Courses 2009-2014	p. 7
Area Studies Course List	p. 8-77
Language Course List	p. 78-80

**Southeast Asia Program - Cornell University**  
**Acronym List for all Narratives and Appendices**

A	AAP	College of Architecture, Art & Planning
	ABD	All But Dissertation
	ACTFL	American Center for Teaching Foreign Languages
	AIFIS	American Institute for Indonesian Studies
	AORC	American Overseas Research Center
	AP	Absolute Priority
	A&S	Arts and Sciences
	ASL	American Sign Language
	AST	Advanced Study of Thai
	AY	Annual Year
C	CALS	College of Agriculture and Life Sciences
	CERIS	Cornell Educational Resources for International Studies
	CIEE	Council on International Educational Exchange
	CIPA	Cornell Institute for Public Affairs
	CKS	Center for Khmer Studies
	CLTL	Consortium for Language Teaching and Learning
	CMIP	Cornell Modern Indonesia Project
	CORMOSEA	Committee on Research Materials on Southeast Asia
	COTI	Consortium for the Teaching of Indonesian
	CP	NRC Competitive Priority
	CRP	City and Regional Planning
	CSEAS	Center for Southeast Asian Studies
	CTE	Center for Teaching Excellence
	CU	Cornell University
	CV	Curriculum Vitae
E	EAP	East Asia Program
	ECIS	Einaudi Center for International Studies
F	FAFSA	Free Application for Federal Student Aid
	FAR	Faculty Associates in Research
	FCP	FLAS Program Competitive Priority
	FIP	FLAS Program Invitational Priority
	FLAS	Foreign Language and Area Studies
	FLTA	Foreign Language Teaching Assistant
	FSO	Foreign Service Officer
	FTE	Full-time Equivalency
	FWS	First-Year Writing Seminar

G	GA	Graduate Assistant
	GEPA	General Education Provisions Act
	GPA	Grade Point Average
I	ILR	College of Industrial Labor and Relations
	IRIS	International Resource Information System
	IRRI	International Rice Research Institute
	ISEAS	Institute for Southeast Asian Studies
	ISSI	International Summer Studies Institute
L	LRC	Language Resource Center
	LCTL	Less Commonly Taught Languages
M	MA	Master of Arts
	MAT	Masters of Arts in Teaching
	MOU	Memorandum of Understanding
	MSI	Minority Serving Institution
	MVCC	Mohawk Valley Community College
N	NGO	Non-Governmental Organization
	NLRCSEAL	National Language Resource Center for Southeast Asian Language
	NRC	National Resource Center
	NSF	National Science Foundation
O	OCC	Onondaga Community College
	OPI	Oral Proficiency Interview
P	PhD	Doctorate of Philosophy
	PI	Principal Investigator
	PMF	Performance Measure Form
S	S	South
	SAP	South Asia Program
	SE	Southeast
	SEA	Southeast Asia
	SEADL	SEA Digital Library
	SEAM	SEA Materials
	SEAn	Southeast Asian
	SEAP	Southeast Asia Program
	SEASSI	Southeast Asian Summer Studies Institute
	SIT	School for International Training
	STEM	Science, Technology, Engineering, and Math
	SUNY	State University of New York
T	TA	Teaching Assistant
	TC3	Tompkins Cortland Community College
	TEEAL	The Essential Electronic Agriculture Library

Key to Priority Abbreviations for Budget and Timeline - Southeast Asia Program Cornell University		
Abbreviation	Priority	Priority Description
AP	Absolute Priority	Programs that provide for teacher training activities on the language(s), area studies, or thematic focus of the center.
IP1	NRC Invitational Priority 1	Propose activities designed to coordinate with other programs in title VI, with the objective of increasing the nation's capacity to train and produce Americans with advanced proficiency in the less and least commonly taught languages, along with an understanding of the societies in which those languages are spoken.
IP2	NRC Invitational Priority 2	Applications that propose collaborative activities with institutions of higher education that are eligible to receive assistance under part A or B of Title III or under Title V of the HEA or community colleges designed to internationalize curriculum and improve foreign language and area and international studies instruction at these institutions.
IP3	NRC Invitational Priority 3	Applications that propose collaborative activities with professional schools to strengthen international components of study in those fields in those fields and to promote foreign language study by students in professional schools.
IP4	NRC Invitational Priority 4	Projects that develop, maintain, or enhance linkages with overseas institutions of higher education or other educational organizations in areas with substantial Muslim populations in order to improve understanding of these societies and provide for greater engagement with institutions in these areas.
FCPP	FLAS Program Competitive Preference Priority	Applications that propose to make at least 25% of their academic year fellowships in any of the 78 priority languages listed that were selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs).
FIP	FLAS Program Invitational Priority	Applications that propose recruitment activities and collaboration with professional schools designed to increase quality fellowship applications for advanced level language study for professional studies.

## Application for Federal Assistance SF-424

## \* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

## \* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

## \* If Revision, select appropriate letter(s):

## \* Other (Specify):

## \* 3. Date Received:

## 4. Applicant Identifier:

## 5a. Federal Entity Identifier:

## 5b. Federal Award Identifier:

## State Use Only:

## 6. Date Received by State:

## 7. State Application Identifier:

## 8. APPLICANT INFORMATION:

## \* a. Legal Name: Cornell University

## \* b. Employer/Taxpayer Identification Number (EIN/TIN):

150532082

## \* c. Organizational DUNS:

8726124450000

## d. Address:

\* Street1: 373 Pine Tree Road

Street2:

\* City: Ithaca

County/Parish:

\* State:

NY: New York

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code: 14850-2820

## e. Organizational Unit:

Department Name:

Southeast Asia Program

Division Name:

Einaudi Cntr for Intl Studies

## f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Dr.

\* First Name: Kaja

Middle Name:

\* Last Name: McGowan

Suffix:

Ph.D

Title: Associate Professor; Director Southeast Asia

Organizational Affiliation:

Cornell University

\* Telephone Number: 607-255-8903

Fax Number: (607) 254-5000

\* Email: kmun22@cornell.edu

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

☒ Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015A 84.015B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships

### \* 12. Funding Opportunity Number:

84.015A 84.015B

\* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships

### 13. Competition Identification Number:

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,211,760.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,211,760.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**Prefix: \* First Name: Middle Name: \* Last Name: Suffix: \* Title: \* Telephone Number: Fax Number: \* Email: 

\* Signature of Authorized Representative:

\* Date Signed:

**U.S. Department of Education**  
**Supplemental Information for the SF-424**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  

Dr.

Kaja

McGowan

Address:

\* Street1: 

Cornell University Southeast Asia Program

Street2: 

180 Uris Hall

\* City: 

Ithaca

County: 

Tompkins

\* State: 

NY

 \* Zip Code: 

14850

 Country: 

US

\* Phone Number (give area code): Fax Number (give area code):

607-255-8903

607-254-5000

\* Email Address:

Kmm22@cornell.edu

**2. Novice Applicant:**

Are you are a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL		TITLE	
Christine Brown 		Grants and Contracts Officer	
APPLICANT ORGANIZATION		DATE SUBMITTED	
Cornell University		June 27, 2014	

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

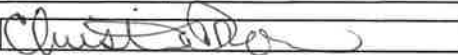
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Cornell University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Christine"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Brown"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Grants and Contracts Officer"/>	
* SIGNATURE: 	* DATE: <input type="text" value="June 27, 2014"/>

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

<b>1. Type of Federal Action:</b> <input checked="checked" type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance		<b>2. Status of Federal Action:</b> <input checked="checked" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award		<b>3. Report Type:</b> <input checked="checked" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change <b>For Material Change Only:</b> year _____ quarter _____ date of last report _____	
<b>4. Name and Address of Reporting Entity:</b> <input checked="checked" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Cornell University 373 Pine Tree Rd Ithaca, NY 14850-2020  Congressional District, if known: 4c			<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> N/A  Congressional District, if known:		
<b>6. Federal Department/Agency:</b> Department of Education			<b>7. Federal Program Name/Description:</b> 84.015A&B  CFDA Number, if applicable:		
<b>8. Federal Action Number, if known:</b> N/A			<b>9. Award Amount, if known:</b> \$		
<b>10. a. Name and Address of Lobbying Registrant</b> (if individual, last name, first name, MI):			<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI):		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.			Signature: <u>Christine Brown</u> Print Name: <u>Christine Brown</u> Title: <u>Sr. Grants and Contracts Officer</u> Telephone No.: <u>607-255-2942</u> Date: <u>June 27, 2014</u>		
<b>Federal Use Only:</b>					Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.  
  
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

<b>APPLICATION WORLD REGION OR THEMATIC FOCUS</b> <b>FY 2014-2017</b>
--

<b>Africa</b>	<input type="checkbox"/>
<b>Canada</b>	<input type="checkbox"/>
<b>East Asia</b>	<input type="checkbox"/>
<b>International</b>	<input type="checkbox"/>
<b>Latin America &amp; Caribbean</b>	<input type="checkbox"/>
<b>Middle East</b>	<input type="checkbox"/>
<b>Pacific Islands</b>	<input type="checkbox"/>
<b>Russia / Eastern Europe / Eurasia</b>	<input type="checkbox"/>
<b>South Asia</b>	<input type="checkbox"/>
<b>Southeast Asia</b>	<input checked="" type="checkbox"/>
<b>Western Europe / Europe</b>	<input type="checkbox"/>
<b>Other (specify) _____</b>	<input type="checkbox"/>

<b>APPLICATION TYPE</b>
-------------------------

<b>Comprehensive NRC and FLAS</b>	<input checked="" type="checkbox"/>
<b>Undergraduate NRC and FLAS</b>	<input type="checkbox"/>
<b>Comprehensive NRC only</b>	<input type="checkbox"/>
<b>Undergraduate NRC only</b>	<input type="checkbox"/>
<b>FLAS only</b>	<input type="checkbox"/>

**FLAS-ELIGIBLE LANGUAGES**  
**Performance-Based Instruction**  
**FY 2014 – 2017**

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

Language	Eligible Now? Y/N
Burmese	Y
Indonesian	Y
Khmer	Y
Tagalog	Y
Thai	Y
Vietnamese	Y

## **Southeast Asia Program and Cornell University GEPA Provision: Section 427 Equal Access**

### **Our Defining Focus**

A diverse community includes everyone and is the foundation for the meaningful exploration and exchange of ideas. Since its founding, Cornell University has encouraged a culture that provides for the full participation of all members of our campus community—this keeps us at the leading edge in education and in our fields and practices. Cornell University is a place where intercultural skills are developed and enacted among diverse campus constituencies, with community partners, and within the classroom and workplace. From a founding where Ezra Cornell professed his desire to establish an institution where “any person can find instruction in any study” through Cornell’s comprehensive response to the civil rights act in 1964, and up to the present through the current *Toward New Destinations* strategic initiative, Cornell has sought to provide national leadership on inclusion. The three Asia area studies programs (East, South, and Southeast) live within this dynamic and vibrant diversity commitment, benefiting from the institutional structures and support outlined below.

### **How we promote Diversity and Inclusion at Cornell**

Cornell's approach to institutional inclusion and diversity planning is holistic. Our commitments, both regulatory and strategic, involve novel approaches to improve campus culture and our demographic composition, and the engagement, inclusion, and achievement of all.

Cornell has recognized the need to work very intentionally at the job of improving the diversity of its campus community and to create an open and welcoming environment for faculty, students and staff. It has, in this regard, chosen to have five specialty-focused practitioners working to bring about the changes that are making Cornell a diverse and welcoming environment for all people. This approach was chosen rather than having a single person trying to handle all issues and create improvements across the campus as a single chief diversity officer. Our collective approach makes use of the diversity of expertise, background, and experience to achieve diversity. The commitment to diversity at Cornell begins at the base and moves up through the five specialists to the Provost and the President of the University.

At the heart of Cornell’s diversity effort are the five university diversity officers (UDOs), one each for student affairs, human resources, faculty affairs, undergraduate education, and graduate education. These professionals formulate policy, evaluate progress, identify opportunities and locate areas of concern within their responsibility areas, and work closely together to look at the university as a whole. These diversity officers are:

- **Renee Alexander**, Associate Dean and Director of Intercultural Programs, Student and Academic Services



- **Lynette Chappell-Williams**, Associate Vice President for Inclusion and Workforce Diversity, Human Resources
- **Yael Levitte**, Associate Vice Provost for Faculty Development and Diversity, Academic Affairs
- **A.T. Miller**, Associate Vice Provost for Academic Diversity, Undergraduate Education
- **Sheri Notaro**, Associate Dean for Inclusion and Professional Development, the Graduate School



**University Diversity Officers Yael Levitte, A.T. Miller, Sheri Notaro, Renee Alexander, and Lynette Chappell-Williams**

Responsibility for implementation and accountability on diversity initiatives campus wide rests with the University Diversity Council (UDC), composed of the **President and Provosts**, the Director of Institutional Research, the Dean of Students, the diversity officers listed above, and the Vice Presidents and Vice Provosts to whom they report, respectively:

- **Laura Brown**, Vice Provost for Undergraduate Education [A.T. Miller]
- **Barbara A Knuth**, Vice Provost and Dean of the Graduate School [Sheri Notaro]
- **Susan Murphy**, Vice President for Student and Academic Services
- **Kent Lovering Hubbell**, Dean of Students [Renee Alexander]
- **Mary Opperman**, Vice President for Human Resources and Safety Services [Lynette Chappell-Williams]
- **John Siliciano**, Senior Vice Provost for Academic Affairs [Yael Levitte]

In addition, each college and many units around campus have their own diversity offices and professionals, who are regularly consulted with and convened by the five diversity officers. All federal, state and local compliance issues are handled in HR by Lynette Chappell-Williams.

As a large, decentralized, research-intensive institution that operates on multiple campuses on a global scale, Cornell finds that embedded responsibility under collective leadership guided by professional expertise serves as an effective model for significant and multi-faceted progress across the institution. It is this responsibility structure that is charged with bringing to reality our values and statement on diversity in “Open Doors, Open Hearts, Open Minds.” Having multi-faceted diverse leadership at the center of our efforts is a conscious reflection of how diversity is a source of strength, innovation, and excellence. We use our diversity to achieve diversity. The UDC is currently chaired jointly by Laura Brown and Lynette Chappell-Williams, reflecting both the academic and operations sides of the institution.

## **Toward New Destinations**

The University Diversity Council developed in 2012 a new institutional diversity planning initiative, "[\*Toward New Destinations\*](#)." The initiative requires that each college and administrative unit annually identify five diversity initiatives in support of four core principles (composition, engagement, inclusion, achievement) for seven constituent groups: undergraduate students, graduate and professional students, postdoctoral associates and academic professionals, staff, faculty, the off-campus community, and the extended Cornell communities of parents, alumni, friends, and donors.

All world-class academic institutions recognize that research, knowledge production, and intellectual and operational pursuits benefit tremendously from full engagement with diverse points of view coming from varied life experiences and ways of interacting with and interpreting the world. Recognizing that historical circumstances and social structures produce imbalances in privilege, power, and opportunity, we know that this work in support not just of access, but of deep participation, is a complex, long-term effort. As an enlightened academic community, we boldly pursue full inclusion as a central component of our values and our approach to each other and the world around us. This initiative, designed to realize the values of diversity and inclusion announced in our statement—Open Doors, Open Hearts, Open Minds—provides the tactical framework that senior leaders, department heads, and the Cornell community can use to achieve the excellence derived from full engagement with diversity.

One major feature of the initiative is transparency. Any member of the public can review the over 150 current annual diversity initiatives as well as the results of their antecedents, (<http://diversity.cornell.edu/toward-new-destinations>) and also have access to institutional data on the diversity data dashboards in the four areas of inclusion, achievement, engagement, and composition. (<http://irp.dpb.cornell.edu/university-factbook/diversity>) These resources have internal specificity down to the unit level.

The 2014 TND Institutional Planning Document provides colleges and units with guidance to support development of annual initiatives. The Undergraduate Student Assembly has designed a similar initiative for student organizations called [United Student Body](#).

## **Affirmative Action and Workforce Inclusion Plan**

As a federal contractor, Cornell University is bound by the federal laws that address affirmative action compliance. Each year, the university reports on its progress in addressing its [compliance obligations](#).

- [Historical Affirmative Action Reports](#)
- Current Diversity and Inclusion Report:  
<http://diversity.cornell.edu/sites/default/files/2013%20Diversity%20and%20Inclusion%20Report.pdf>

## **Addressing Bias Activity**

Since 2000, Cornell University has had a program to track bias that is occurring on the campus in an effort to be proactive in creating an inclusive climate for all. Information about bias activity on campus is updated May and December each year in Reports and Responses to Bias Activity at Cornell University.

## **Disability Access**

Cornell University is committed to diversity and inclusiveness, with the goal of providing an accessible, usable, and welcoming environment for faculty, staff, students, and visitors with disabilities. Since 2004, a team of individuals from departments across the university has worked to address disability access, which has resulted in a comprehensive web page and a strategic plan.

## **Gender Equity**

Cornell University is committed to creating a climate that supports gender equity and complying with the obligations identified under Title IX. As a result, the university has established a Title IX coordinator and a team of deputies to address student, workforce, and athletics issues. In its efforts to address both its compliance obligations and its commitment to gender diversity, the university has created a gender-equity institutional plan that includes how the university is addressing sexual harassment and assault as well as other aspects of gender equity.

## **Study on Student Climate for Diversity**

In 2013, Institutional Research and Planning, in consultation with the University Diversity Council, compiled a report to assess campus climate, highlighting selected survey results relating to two dimensions of the campus climate for diversity – engagement and inclusion – as reported by Cornell undergraduate and graduate students in recent surveys. While not intended as an all-encompassing assessment of diversity at Cornell, the report, Beginning to Assess the Student Climate for Diversity at Cornell: Preliminary Findings on Student Engagement and Inclusion from Student Surveys will inform a more comprehensive examination of the student climate for diversity. This report supports the continuing work of the University Diversity Council to assess campus climate, and is consonant with recommendations from Cornell's Incident Management Team and President Skorton's February 2013 statement on bias and sexual misconduct. The report is available here: <http://irp.cornell.edu/diversity-reports>

## **Open Doors, Open Hearts, and Open Minds: Cornell's Statement on Diversity and Inclusiveness**

### **Open Doors**

"I would found an institution where any person can find instruction in any study." This statement, made by Ezra Cornell in 1865, proclaims Cornell University's enduring commitment

to inclusion and opportunity which is rooted in the shared democratic values envisioned by its founders. We honor this legacy of diversity and inclusion and welcome all individuals, including those from groups that have been historically marginalized and previously excluded from equal access to opportunity.

### **Open Hearts**

Cornell's mission is to foster personal discovery and growth, nurture scholarship and creativity across a broad range of common knowledge and affirm the value to individuals and society of the cultivation of the human mind and spirit. Our legacy is reflected in the diverse composition of our community, the breadth of our curriculum, the strength of our public service, and the depth of our commitment to freedom, equity, and reason. Each member of the Cornell community has a responsibility to honor this legacy and to support a more diverse and inclusive campus in which to work, study, teach, research, and serve.

### **Open Minds**

Free expression is essential to this mission, and provocative ideas lawfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. Cornell stands for civil discourse, reasoned thought, sustained discussion and constructive engagement without degrading, abusing, harassing, or silencing others. Cornell is committed to act responsibly and forthrightly to maintain an environment that opens doors, opens hearts and opens minds.

---

Endorsed by the Employee Assembly and the University Assembly, December 1, 1999; the Student Assembly, December 3, 1999; the Faculty Senate, December 8, 1999, and the Graduate & Professional Student Assembly, January 24, 2000, and by the Board of Trustees, January 29, 2000.

## **Awards relating to Inclusion and Diversity as a school and employer 2011-2013**

### **2011-2012 Awards**

- Cornell Engineering is ranked #10 best school in the country for Hispanics pursuing graduate engineering degrees
- One of the top 20 employers in the nation for working mothers, by *Working Mother* magazine
- One of the top 50 employers for families adopting children, by the Dave Thomas Foundation for Adoption
- Award for Excellence in Workplace Effectiveness and Flexibility, from the Alfred P. Sloan Foundation
- Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring, from U.S. President Barack Obama

## **2012-2013 Awards**

- May 2013 The Families and Work Institute named Cornell University one of the four 2013 Work Life Legacy Military Award recipients
- February 2013 Top 100 employers for families adoption children, by the Dave Thomas Foundation for Adoption
- January 2013 NAFE Top Companies for Executive Women
- February 2013 Cornell ranks No. 4 in producing Peace Corps volunteers among medium-sized colleges and universities nationwide, according to the 2013 Peace Corps' annual ranking of schools

## **2013-2014 Awards**

- September 2013 Cornell is recognized as among the top 10 best companies for health and wellness by Working Mothers
- September 2013 Cornell receives the 2013 Excellence in Worklife Balance Award from Constangy, Brooks & Smith L.L.P.

The Diversity of our campus in the following categories: Overall, Undergraduate, Graduate and Professional Students, Ranked Professors, can be found in the online graphic representations at: [http://irp.dpb.cornell.edu/tableau\\_visual/diversity-composition-dashboard](http://irp.dpb.cornell.edu/tableau_visual/diversity-composition-dashboard).

## **Office of Academic Diversity Initiatives (OADI)**

### **OADI's Mission**

*To ensure that the widest range of life experience, knowledge, creative expression and original thinking is shared across the breadth of Cornell's students, faculty, staff, and disciplines, particularly by those with backgrounds historically less likely to have been represented on campus.*

*To support the increased presence, academic success, intellectual achievement, and inclusion across all fields of study of those from these under-represented backgrounds at Cornell.*

### **OADI's Vision**

*Ezra Cornell's revolutionary commitment to "any person... in any study" inspires OADI to cultivate the extraordinary presence of so many talented individuals in so many ground-breaking intellectual, artistic, and technical pursuits in order that every person in every study experiences the full diversity of dynamic and stimulating exchange with each other.*

## **Interface with Asia Area Studies Programs**

This office is the one with which the three Asia area studies programs (East, South and Southeast) will work most closely during the coming grant cycle and beyond. OADI houses

many state-, privately-, and federally-funded programs that provide broad academic support for low-income, first generation, and under-represented student of color populations and tracks these students' success across the institution. Membership in any or several of these three groups is a characteristic of over 4000 undergraduate domestic students, or about a third of the Cornell student body. Our programs will work with OADI Academic Success Programs, including the federally-funded Ronald E. McNair Post-Baccalaureate Achievement Program, mentorship teams, and OADI's pre-professional programs, as well as the POSSE Foundation scholars, the Gates Millennium Scholars, and New York State Opportunity Program scholars to provide opportunities for their students to learn about the many options available to study, research, or prepare to work professionally, in Asia. We will do this by having our staff and faculty participate in the many mentorship opportunities in OADI programs, being active in employing OADI-eligible students through the work study co-funding option OADI provides, making sure our research opportunities are visible to OADI research scholars and within the specific library-based research skills courses ("Delving Deeper) and holding information sessions to promote FLAS Fellowships applications and participation in area studies and Asian language courses, among these particular student populations.

#### **Diversity and Inclusion at the Vice Provost for International Affairs (VPIA) and Internationalization Council (IC) levels**

The VPIA, as part of the Office of the Provost and Director of the Mario Einaudi Center for International Studies, is committed to the training of staff in inclusion and diversity. The VPIA (in consultation with OADI) is also working to provide needs-based funding to Cornell courses and programs that provide students with a global experience through a travel/internship grants program. This will allow Pell-grant eligible, first generation, and other students in need to have the opportunity to engage fully in off-campus learning. OADI also regularly provides a review service of rosters and applicant lists to help programs assess if their applicant pools are reaching a wide and inclusive range of students from across campus.

One of the courses accepted for funding by the VPIA is the Global Citizenship and Sustainability Program, which includes a flood resiliency project conducted in Thailand. Taught by Southeast Asia Program (SEAP) affiliated faculty, Shorna Allred, and supported by SEAP and the Public Service Center, this program allows undergraduates the opportunity to be introduced to the Thai language, work cross-culturally with Thai students from Mahidol University, some of whom also visit Cornell, and to gain international experience by conducting their own field research project guided by both Cornell faculty and Thai faculty from Mahidol University. The course recruits students from across the university and especially from the Public Service Center Scholars Program.

#### **Diversity and Inclusion at the Cornell University Mario Einaudi Center for International Studies**

The Einaudi Center for International Studies (ECIS) at Cornell, named after Mario Einaudi, is committed to inclusion and diversity as it promotes internationalization across the Cornell campus. Its Diversity Officer, Donna-Marie Parker, Office of Human Resources, works to

assure that diversity and inclusion issues are addressed as the unit's associate director in the areas of both programming and human resources.

The center's seminar room is ADA-compliant in physical accessibility and equipped with assistive hearing devices. When requested the area studies programs have hired a sign-language interpreter for those attending one of the NRC programs' (the three Asia Programs in the Center) community college workshops and we have budgeted for such services in this cycle.

## Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

Since Ezra Cornell and A.D. White joined forces to "found an institution where any person can find instruction in any study," Cornell has been at the forefront of higher education in providing an inclusive community for women and men of all backgrounds, beliefs, and ethnicities. Inherent in Cornell's value system is a commitment to a culture of inquiry, an appreciation of multiple perspectives, and an obligation to creating a climate that doesn't just tolerate different perspectives but treasures them, inspiring our community to become more effective citizens of the world as they embrace the multiplicity of experience.

Cornell's Statement on Diversity and Inclusiveness ensures "that the composition of our community and leadership reflects the composition of the broader society" and "that faculty, staff, students and administration have access to the knowledge and conceptual frameworks required to think critically about human diversity." In 2012 the University Diversity Council developed a new institutional diversity planning initiative, "Toward New Destinations" that deepens and reinvigorates the university's commitment to creating and sustaining an inclusive campus community.

ECIS programming responds to current events and issues that have a significant impact on international studies such as the legality of drone strikes, the future of Iranian policy, or gender equality and the empowerment of women. The public programming around these initiatives invite diverse perspectives and debate. In addition, the Bartels World Affairs Fellowship brings prominent and often controversial international leaders to Cornell to discuss major issues of global concern as well as his or her own personal experience in international public service.

SEAP supports these projects and values, especially the significance of providing the knowledge and conceptual frameworks required to think critically about human diversity, in the classroom, among faculty, in Outreach, and in public programming. For example, Taylor team-teaches a course on the Vietnam war with Logevall which is structured around opposing views of U.S. involvement in Vietnam. Loos' course on U.S. foreign policy in SEA and Latin America assigned readings from diverse political perspectives regarding U.S. global economic, political and military policies and actions, and it also invited two outside speakers (who also gave public talks): a law professor critical of U.S. policy in Guantanamo Bay and a political science



professor who had served in U.S. army intelligence in Vietnam and worked for the Rand Corporation. Tagliacozzo directs Comparative Muslim Societies, which invites speakers from across the political spectrum. SEAP faculty members encourage inclusiveness, bridge-building, and genuine, critical and informed dialogue in the classroom by engaging and mediating all perspectives. This is done through assigned readings, discussion topics, invited speakers, and films and documentaries that stem from multiple political perspectives. To promote these interactions, SEAP (through the Asian Studies Department admissions process) encourages acceptance of Foreign Area Officers as well as applicants from SEA because of the greater potential for life experience that differs from the normative Cornell student focusing on SEA.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

Established in 1950 in the Cold War era, Cornell's Southeast Asia Program has trained experts in areas and languages critical to U.S. foreign policy, defense, and other strategic needs. Today, Southeast Asia's porous borders and large Muslim populations, especially in Indonesia, have made it again an area of concern in U.S. foreign relations. Its strategic position between India and China also make SEA key to U.S. economic policies. SEAP's sixty-year commitment to studying the region, its culture and its languages regardless of the mercurial political context makes it a national resource.

As a continuous Title VI Center since 1958, SEAP sustains the U.S. government's capacity to engage astutely with SEA by providing the stable institutional infrastructure that supports the training of experts. SEAP serves the public good by graduating advanced linguistic and area knowledge experts who can respond to national need. SEAP generates this knowledge and resource capacity in the following ways: 1. It is the only US university that provides 4 levels of instruction in six major national SEAn languages designated as priority LCTLs, and also provides access to Cebuano, Lao, Arabic, Hindi, Javanese, Malay, and Tamil for translation purposes; 2. Over 30 faculty from the liberal arts and professional schools train future leaders in the cultural, historical, economic and political aspects of the region and respond, along with staff, to inquiries from the federal and state government; 3. SEAP is a founding member of the AORC in Cambodia and recently led the successful effort to establish an AORC in Indonesia; 4. SEAP Outreach introduces the region and its languages to local K-12 school students and offers trainings for educators on global themes such as Islam, refugee issues, and global resource needs; 5. SEAP faculty include members from the sciences and professional schools and FLAS fellowships are regularly awarded to graduate students in the professional schools; 6. The Echols Library Collection on SEA is the world's largest and serves as a genuine resource to scholars nationally and internationally; and 7. SEAP publishes SEAn language textbooks and monographs, including the only journal exclusively on Indonesia, and makes downloads of many of its publications accessible *gratis*.

The outcomes of SEAPs training reveal its long-term success in meeting national needs. Of the 244 alumni respondents to a 2012 survey, 51% of alumni work in post-secondary education, including 12 who teach in six SEA NRCs. Several others teach FSOs or in US military academies, while others are employed in post-secondary education overseas, including the most important universities in SEA, Japan, Great Britain and Australia. About 7% of US SEAP alumni surveyed are employed in the U.S. Federal and State government in, for example, the US State Dept., Defense Dept., and intelligence agencies. In addition, 11% work for NGOs and non-profit employers such as foundations, development organizations, and the UN, while 7% work in the for-profit sector, ensuring regional expertise through their positions in private companies and corporations. Our visiting fellows, alumni and faculty have provided testimony to Congress. And finally, CU and SEAP regularly host high-level SEA delegations and Humphrey Fellows, most recently fellows from Laos, Indonesia, Burma, Thailand, Vietnam and the Philippines. These international exchanges help meet US national interests and strategic needs.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Cornell University, East Asia Program

Name/Title of Authorized Representative (Printed): Ms. Christine Brown / Grants and Contract Officer

Title: Grants and Contract Officer Telephone: 607-255-2942

Signature:  E-mail: cb284@cornell.edu

Date: June 27, 2014



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization  
Cornell University Southeast Asia Program

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$142,295	\$140,589	\$138,656	\$134,484	NA	NA
2. Fringe Benefits	\$51,188	\$51,239	\$49,949	\$51,448	NA	NA
3. Travel	\$10,576	\$6,076	\$6,976	\$6,076	NA	NA
4. Equipment	NA	NA	NA	NA	NA	NA
5. Supplies	\$2,850	\$2,750	\$3,050	\$3,050	NA	NA
6. Contractual	NA	NA	NA	NA	NA	NA
7. Construction	NA	NA	NA	NA	NA	NA
8. Other	\$29,758	\$25,758	\$33,758	\$39,178	NA	NA
9. Total Direct Costs (lines 1-8)	\$236,667	\$226,412	\$232,389	\$236,236	NA	NA
10. Indirect Costs*	\$18,933	\$18,113	\$18,591	\$18,899	NA	NA
11. Training Stipends	\$301,500	\$301,500	\$301,500	\$301,500	NA	NA
12. Total Costs (lines 9-11)	\$557,100.00	\$546,025.00	\$552,480.00	\$556,635.00	NA	NA

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ X Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7 / 1 / 2012 To: 6 / 30 / 2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS The Indirect Cost Rate is 61 %

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

     Is included in your approved Indirect Cost Rate Agreement? or ☐ X Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
Cornell University Southeast Asia Program						
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	NA	NA	NA	NA	NA	NA
2. Fringe Benefits	NA	NA	NA	NA	NA	NA
3. Travel	NA	NA	NA	NA	NA	NA
4. Equipment	NA	NA	NA	NA	NA	NA
5. Supplies	NA	NA	NA	NA	NA	NA
6. Contractual	NA	NA	NA	NA	NA	NA
7. Construction	NA	NA	NA	NA	NA	NA
8. Other	NA	NA	NA	NA	NA	NA
9. Total Direct Costs (Lines 1-8)	NA	NA	NA	NA	NA	NA
10. Indirect Costs	NA	NA	NA	NA	NA	NA
11. Training Stipends	NA	NA	NA	NA	NA	NA
12. Total Costs (Lines 9-11)	NA	NA	NA	NA	NA	NA
SECTION C – BUDGET NARRATIVE (see instructions) - See detailed budget in Tab 6						

# BUDGET EXECUTIVE SUMMARY

NRC and FLAS Budget Summary For Southeast Asia Program - Cornell University Period August 15, 2014 - August 14, 2018

ACTIVITIES OF SE ASIA PROGRAM AT CORNELL UNIVERSITY		Project Yr One 2014-15	Project Yr Two 2015-16	Project Yr Three 2016-17	Project Yr Four 2017-18
LANGUAGE TRAINING					
Language Teaching Salaries & Benefits Academic Year (Burmese, Khmer, & Tagalog)		\$149,623	\$146,621	\$142,161	\$140,213
Language Materials for Curriculum Development		\$1,600	\$1,600	\$1,600	\$1,600
Travel for Language Instructors - Pedagogy Training (2 Lecturers/yr to NLRSEAL @ U. Wisc.)		\$8,100	\$3,600	\$4,500	\$3,600
Language Consortium Support for SEASSI		\$6,000	\$6,000	\$6,000	\$6,000
Support for Burmese Language Course at Mohawk Valley Community College		\$2,000	\$2,000	\$2,000	\$2,000
Language Pedagogy Workshops (for Burmese and collaborative for Asian Languages)		\$2,000	\$500	\$2,000	\$500
<b>Total Request for Language Program</b>		<b>\$169,323</b>	<b>\$160,321</b>	<b>\$158,261</b>	<b>\$153,913</b>
OUTREACH PROGRAM					
SEAP Outreach Coordinator (Salary and Benefits)		\$26,210	\$27,094	\$27,907	\$28,744
Post Secondary Outreach (Salary and Benefits)		\$13,700	\$14,163	\$14,587	\$15,025
Student Assistants/SEAP Ambassadors		\$3,950	\$3,950	\$3,950	\$3,950
Outreach Travel		\$2,476	\$2,476	\$2,476	\$2,476
K-12 and Post Secondary Supplies		\$1,250	\$1,150	\$1,450	\$1,450
K-12 Other (ISSI, Afterschool Language Program, & Curriculum Development)		\$3,650	\$3,650	\$3,950	\$3,950
Post Secondary Outreach Other (Workshops, Conferences, Internationalizing Teacher Training Fellows Program)		\$8,108	\$5,608	\$11,808	\$10,808
Business, Community and Media Outreach (Other)		\$2,000	\$2,000	\$2,000	\$2,000
<b>Total Request for Outreach Program</b>		<b>\$61,344</b>	<b>\$60,091</b>	<b>\$68,128</b>	<b>\$68,403</b>
NRC AND FLAS EVALUATION					
External Evaluator		\$6,000	\$6,000	\$6,000	\$6,000
Qualitative Peer Evaluation					\$7,920
<b>Total NRC Direct Costs</b>		<b>\$6,000</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$13,920</b>
Indirect Costs		\$236,667	\$226,412	\$232,389	\$236,236
<b>Total NRC Funds Requested</b>		<b>\$18,453</b>	<b>\$18,113</b>	<b>\$18,591</b>	<b>\$18,899</b>
FLAS FELLOWSHIPS					
FLAS Graduate Students Academic Year Fellowship (8)		\$264,000	\$26,400	\$26,400	\$26,400
FLAS Graduate Students Summer Fellowships (3)		\$22,500	\$22,500	\$22,500	\$22,500
FLAS Undergraduate Student Summer Fellowships (2)		\$15,000	\$15,000	\$15,000	\$15,000
<b>TOTAL FLAS REQUESTED</b>		<b>\$301,500</b>	<b>\$301,500</b>	<b>\$301,500</b>	<b>\$301,500</b>
<b>Grand Total NRC and FLAS Request</b>		<b>\$556,620</b>	<b>\$546,025</b>	<b>\$552,480</b>	<b>\$556,635</b>

**DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY**

**NRC Budget for the Period August 15, 2014 through August 14, 2018**

**FLAS Budget for the Period August 15, 2014 through August 14, 2018 (Current USDE Title VI Awards PO15A100165 & PO15B100165)**

Item	Activity	Project Yr One 2014-15	Project Yr Two 2015-16	Project Yr Three 2016-17	Project Yr Four 2017-18	Narrative Reference	Priority Reference	PMF GOAL Reference
<b>GRADUATE STUDENTS - ACADEMIC YEAR REQUESTS</b>								
<b>8 Institutional Tuition Awards @ \$18,000 ea</b>								
1	One of these awards will be targeted to a professional school student or graduate students at institutions where Southeast Asian languages are not taught	\$144,000	\$144,000	\$144,000	\$144,000	Pg. 40-42, 45	FCP 1 & 2, FIP	2, 4
<b>8 Subsistence Allowances @ \$15,000 ea</b>								
2	One of these awards will be targeted to a professional school student or graduate students at institutions where Southeast Asian languages are not taught	\$120,000	\$120,000	\$120,000	\$120,000	Pg. 40-42, 45	FCP 1 & 2, FIP	2, 4
3	<b>Sub-Total Graduate Students AY</b>	<b>\$264,000</b>	<b>\$264,000</b>	<b>\$264,000</b>	<b>\$264,000</b>			
<b>GRADUATE STUDENTS - SUMMER REQUESTS</b>								
<b>3 Institutional Tuition Awards @ \$5,000 ea</b>								
4	For intensive summer language study at SEASSI or an approved SEA Language program abroad. One of these awards will be targeted to a professional school student or graduate students at institutions where Southeast Asian languages are not taught	\$15,000	\$15,000	\$15,000	\$15,000	Pg. 40-42, 45	FCP 1 & 2, FIP	2, 4
<b>3 Subsistence Allowances @ \$2,500 ea</b>								
5	For intensive summer language study at SEASSI or an approved SEA Language program abroad. One of these awards will be targeted to a professional school student or graduate students at institutions where Southeast Asian languages are not taught	\$7,500	\$7,500	\$7,500	\$7,500	Pg. 40-42, 45	FCP 1 & 2, FIP	2, 4
6	<b>Sub-Total Graduate Students Summer</b>	<b>\$22,500</b>	<b>\$22,500</b>	<b>\$22,500</b>	<b>\$22,500</b>			
7	<b>TOTAL FLAS GRADUATE STUDENTS</b>	<b>\$286,500</b>	<b>\$286,500</b>	<b>\$286,500</b>	<b>\$286,500</b>			
<b>UNDERGRADUATE STUDENTS - SUMMER REQUESTS</b>								
<b>2 Institutional Tuition Awards @ \$5,000 ea</b>								
11	To enable undergraduate students to continue their approved SEAn language acquisition at the intermediate or advanced level either in at SEASSI or at an approved intensive SEA Language program abroad	\$10,000	\$10,000	\$10,000	\$10,000	Pg. 40-42, 45	FCP 1 & 2, FIP	1
<b>2 Subsistence Allowances @ \$2,500ea</b>								
12	To enable undergraduate students to continue their approved SEAn language acquisition at the intermediate or advanced level either in at SEASSI or at an approved intensive SEA Language program abroad	\$5,000	\$5,000	\$5,000	\$5,000	Pg. 40-42, 45	FCP 1 & 2, FIP	1
13	<b>Sub-Total Graduate Students Summer</b>	<b>\$15,000</b>	<b>\$15,000</b>	<b>\$15,000</b>	<b>\$15,000</b>			
14	<b>TOTAL FLAS UNDER GRADUATE STUDENTS</b>	<b>\$15,000</b>	<b>\$15,000</b>	<b>\$15,000</b>	<b>\$15,000</b>			
15	<b>GRANT TOTAL ALL FLAS</b>	<b>\$301,500</b>	<b>\$301,500</b>	<b>\$301,500</b>	<b>\$301,500</b>			



**DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY**  
**NRC Budget for the Period August 15, 2014 through August 14, 2015 (Current USDE Title VI Awards PO15A100165 & PO15B100165)**

Item	Activity	Project Yr One 2014-15	Project Yr Two 2015-16	Project Yr Three 2016-17	Project Yr Four 2017-18	Narrative Reference	Priority Reference	PMF GOAL Reference	CV Reference
------	----------	---------------------------	---------------------------	-----------------------------	----------------------------	------------------------	-----------------------	--------------------------	-----------------

**Key: Absolute Priority (AP), Competitive Priority (CP), Invitational Priority (FIP), FLAS Competitive (FCP), FLAS Invitational Priority (FIP), Southeast Asian Studies Summer Institute (SEASSI), International Studies Summer Institute (ISSI); National Language Resource Center for SEAN Languages (NLRCSAL)**

SALARIES									
Projected Salary Improvement Program		3%	3%	3%	3%				
Projected Benefit Costs		37%	37.5%	37.5%	37.5%				
ADMINISTRATIVE SALARIES									
1	<b>Kaja McGowan, Director</b> 50% of 100% Associate Professor History of Art - Serves as <b>Principal Investigator</b> for NRC and FLAS Grants	\$0	\$0	\$0	\$0	Pg. 25-26	AP	1 to 4	Pg. 7
2	<b>Thamora Fishel, Associate Director</b> 25% of 100% FTE - Responsible for <b>FLAS administration and IRIS reporting coordination</b>	\$0	\$0	\$0	\$0	Pg. 3, 26	FCP1, FIP	1 to 4	Pg. 35
3	<b>Sub-Total - Administrative Salaries</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>				
LANGUAGE INSTRUCTION SALARIES									
4	<b>Swe Swe Myint, Burmese Visiting Lecturer</b> 100% of a 50% FTE Position - Teaches <b>Burmese, an Invitational Priority language for FLAS</b> Associated Benefits - \$11,159 yr 1; \$11,649 yr 2; \$11,999 yr 3; \$12,359 yr 4	\$30,160	\$31,065	\$31,997	\$32,957	Pg. 15-18, 31	AP, IP, FCP2, FIP	2 & 3	Pg. 23
5	<b>Hannah Phan, Khmer Senior Lecturer</b> 84% of 100% FTE Position - Teaches <b>Khmer, an Invitational Priority language for FLAS</b> at four levels & directed studies Associated Benefits - \$16,628 yr 1; \$17,358 yr 2; \$17,879 yr 3; \$18,415yr 4	\$44,940	\$46,288	\$47,677	\$49,107	Pg. 15-18, 31	AP, IP, FCP2, FIP	2	Pg. 24
6	<b>Maria Thess Savella, Tagalog Senior Lecturer</b> 60% decreasing 10% per year to 30% of 100% FTE Position - Teaches <b>Tagalog, an Invitational Priority language for FLAS</b> at four levels & directed studies Associated Benefits - \$12,622 yr 1; \$10,980 yr 2; \$8482 yr 3; \$8737 yr 4	\$34,114	\$29,281	\$24,127	\$18,638	Pg. 15-18, 31	AP, IP, FCP2, FIP	2	Pg. 24
7	<b>Sub-Total Language Teaching Salaries - Academic Year</b>	<b>\$109,214</b>	<b>\$106,634</b>	<b>\$103,801</b>	<b>\$100,702</b>				
OUTREACH SALARIES									
8	<b>Melina Draper, Outreach Coordinator</b> 50% of 75% FTE - Responsible for development and oversight of all SEAP specific initiatives and programming Associated Benefits - \$7,079 yr 1; \$7,389yr 2; \$7,611r 3; \$7,839 yr 4	\$19,131	\$19,705	\$20,296	\$20,905	Pg. 26, 34	AP, CP1& CP2	3 & 4	Pg. 35
<b>Post-Secondary Outreach Coordinator</b>									

**DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY**  
**NRC Budget for the Period August 15, 2014 through August 14, 2015 (Current USDE Title VI Awards PO15A100165 & PO15B100165)**

Item	Activity	Project Yr One 2014-15	Project Yr Two 2015-16	Project Yr Three 2016-17	Project Yr Four 2017-18	Narrative Reference	Priority Reference	PMF GOAL Reference	CV Reference
9	20% of 100% FTE-shared with East and South Asia NRCs. Responsible for coordinating partnerships and programming with community colleges and Schools of Education/ teacher training programs. Associated Benefits- \$3,700 yr 1; \$3863 yr 2; \$3978 yr 3; \$4,098 yr 4	\$10,000	\$10,300	\$10,609	\$10,927	Pg. 26, 34	AP, CP1 & CP2	4	
10	<b>Outreach Student Assistant</b> \$10 per hour (non-work study student) for 200 hours per year to administer resource loan programs, assist with events and workshops, carry out office tasks, and track statistics for Outreach evaluation purposes. (No associated benefits)	\$2,000	\$2,000	\$2,000	\$2,000	Pg. 34	AP, CP1 & CP2	3 & 4	
11	<b>Graduate Student Assistants - SEAP Ambassadors</b> \$13 per hour (graduate student) for 150 hours per year to work with Office of Diversity Initiatives and student organizations to reach undergraduates, especially those from underrepresented groups (No associated benefits)	\$1,950	\$1,950	\$1,950	\$1,950	Pg. 32	FCP, FIP	1	
12	<i>Sub-Total Outreach Salaries</i>	\$33,081	\$33,955	\$34,855	\$35,782				
13	<b>TOTAL SALARIES</b>	\$142,295	\$140,589	\$138,656	\$136,484				
<b>BENEFITS</b>									
14	<b>TOTAL ASSOCIATED BENEFITS @ 37% and 37.5% yrs 2-4 IDENTIFIED BY POSITION ABOVE IN CONSECUTIVE YEARS</b> (Salaries and Benefits for faculty and staff are provided without regard to gender, race, national origin, color, disability or age.)	\$51,188	\$51,239	\$49,949	\$51,448				
<b>TRAVEL</b>									
<b>OUTREACH TRAVEL</b>									
15	Travel for staff to meet with Community College partners RT trip to TC3=24mi, MVCC=220mi, OCC=106 Total: 350 miles x3	\$588	\$588	\$588	\$588	Pg. 33	AP, CP1	4	
16	Travel for faculty and graduate students to present at Community College 6 trips per year a total of 700 miles @ \$.56/mi	\$392	\$392	\$392	\$392	Pg. 33	AP, CP1	4	
17	Travel for Burma-Karen Project 2 trips to MVCC, 1 trip to OCC= 546 miles @ .56/mi	\$306	\$306	\$306	\$306	Pg. 33	AP, CP1	3 & 4	
18	Travel to partner with School of Education targeted K-12 school district 2 trips to Syracuse=212 miles @ .56/mi	\$119	\$119	\$119	\$119	Pg. 34	AP, CP2	4	
19	<b>After School Language Project</b> Travel for language instructor to rural schools - approx 350 miles per year @ .56/mile	\$196	\$196	\$196	\$196	Pg. 34	AP, CP2	4	
20	Travel for staff to meet with School of Education partners RT trip to SUNY Cortland=42, Syracuse Univ.=106 Total= 148x 4 @.56/mi	332	332	332	332	Pg. 34	AP, CP2	4	



**DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY**  
**NRC Budget for the Period August 15, 2014 through August 14, 2015 (Current USDE Title VI Awards PO15A100165 & PO15B100165,**

Item	Activity	Project Yr One 2014-15	Project Yr Two 2015-16	Project Yr Three 2016-17	Project Yr Four 2017-18	Narrative Reference	Priority Reference	PMF GOAL Reference	CV Reference
21	<i>Sub-Total Outreach Travel</i>	\$2,476	\$2,476	\$2,476	\$2,476				
<b>LANGUAGE INSTRUCTOR TRAVEL</b>									
22	<b>Travel for 6 Language Lecturers to NLRCEAL Workshop</b> Fall 2014 Workshop on proficiency-based and standards-based instruction and goals of NLRCEAL. Round-trip airfare from Ithaca, NY to Madison, WI is estimated at \$900 per person (Accommodations and per diem from NLRCEAL)	\$5,400				Pg. 18, 31-32	AP, FCP2, FIP	2	Pg. 22-25
23	<b>Travel for Thai and Vietnamese Language Lecturers</b> Spring 2015 and Spring 2016 to participate in NLRCEAL workshops to develop Oral Proficiency Guidelines to establish national standards for Thai and Vietnamese oral and grammatical curriculum.	\$1,800	\$1,800			Pg. 18, 31-32	AP, FCP2, FIP	2	Pg. 22, 25
24	<b>Travel for Burmese, Khmer Language Lecturers and Lao Instructor</b> Fall 2016 and Spring 2018 to participate in NLRCEAL workshops to develop Oral Proficiency Guidelines to establish national standards for Khmer, Burmese, Lao oral and grammatical curriculum.				\$2,700	Pg. 18, 31-32	AP, FIP	2	Pg. 23, 24, 11
25	<b>Travel to Workshop on Content-based 2nd Language Instruction</b> Funds for 3 language lecturers to participate in the NLRCEAL materials development workshop that will focus on developing reading lessons using authentic texts at the advanced level. Summer 2015 and 2016	\$900	\$1,800			Pg. 18, 31-32	AP, FIP	2	Pg. 22-25
26	<b>Travel to Workshop on Language Instruction via Distance Learning</b> Funds for 3 language lecturers to participate in the NLRCEAL hand-on professional development workshop on Distance Learning technologies and best practices for a communicative language learning environment. Fall 2017, Spring 2018			\$1,800	\$900		AP, FIP	2	Pg. 22-25
27	<i>Sub-Total Language Lecturer Travel</i>	\$8,100	\$3,600	\$4,500	\$3,600				
28	<b>TOTAL TRAVEL</b>	\$10,576	\$6,076	\$6,976	\$6,076				
<b>SUPPLIES</b>									
<b>LANGUAGE CURRICULUM SUPPLIES</b>									
29	<b>Burmese</b> - to strengthen Burmese program and develop language curriculum by acquiring vernacular materials from Myanmar, especially newspapers, journals, and magazines, that can be disaggregated and used for curriculum development and instruction	\$600	\$600	\$600	\$600	Pg. 32	AP, FIP, CP1	2 & 3	Pg. 22,23
30	<b>Khmer</b> - purchase supplies to enhance the teaching of Khmer at all levels: Books, CDs, and DVDs	\$200	\$200	\$200	\$200				Pg. 24
31	<b>Tagalog</b> - purchase supplies to enhance the teaching of Tagalog at all levels: Books, CDs, and DVDs	\$200	\$200	\$200	\$200				Pg. 24

**DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY**  
**NRC Budget for the Period August 15, 2014 through August 14, 2015 (Current USDE Title VI Awards PO15A100165 & PO15B100165)**

Item	Activity	Project Yr One 2014-15	Project Yr Two 2015-16	Project Yr Three 2016-17	Project Yr Four 2017-18	Narrative Reference	Priority Reference	PMF GOAL Reference	CV Reference
32	Indonesian- purchase supplies to enhance the teaching of Thai at all levels: Books, CDs, and DVDs	\$200	\$200	\$200	\$200		AP, FIP	2	Pg. 23
33	Thai - purchase supplies to enhance the teaching of Thai at all levels: Books, CDs, and DVDs	\$200	\$200	\$200	\$200				Pg. 22
34	Vietnamese - purchase supplies to develop audio and video-based materials for intermediate and advance learners: Books, and Audio Recordings.	\$200	\$200	\$200	\$200				Pg. 25
35	<i>Sub-Total Language Materials Development</i>	\$1,600	\$1,600	\$1,600	\$1,600				
<b>OUTREACH SUPPLIES</b>									
<b>SUPPLIES FOR K-12 OUTREACH ACTIVITIES</b>									
36	International Studies Summer Institute								
	Purchase of folders, flash drives, instructional resources, materials, name badges, etc.	\$200	\$200	\$200	\$200	Pg. 34	AP, CP2	4	
37	Afterschool Language Program								
	Books, CDs, poster board and other materials for language instruction, hands-on crafts and other activities	\$200	\$200	\$200	\$200	Pg. 34	CP2	4	
38	Develop Explorer Boxes for Laos and Islam in SEA								
	Purchase materials to develop hands-on culture kits with visuals and objects that can be used in K-12 classrooms, afterschool programs, and other activities	\$200	\$200	\$200	\$200	Pg. 34	AP, CP2	4	
39	Expand Boxes for Burma, Malaysia, Philippines and Vietnam								
	Supplies for continued development, strengthening, and maintenance of Country Explorer Boxes i.e.: games, maps, CDs, clothes, toys, puppets from SE Asia and related lending library books and DVDs	\$150	\$150	\$150	\$150	Pg. 34	AP, CP2	4	
40	<i>Sub-Total K-12 Outreach Supplies</i>	\$750	\$750	\$750	\$750				
<b>SUPPLIES FOR POST-SECONDARY OUTREACH</b>									
41	Materials for Community College Faculty Workshops								
	Handouts and resource materials for both SEA-specific and collaborative thematic global professional development workshops for community college faculty	300	300	200	200	Pg. 33	AP, CP1	4	
42	Supplies for Conference on Equity, Inclusion, and Refugees: The (Increasingly) Global Community College								
	Name tags, signs, registration materials, handouts. Resource binders and materials for participants including contact info, resource directory, bibliographies and sample curriculum units			\$400		Pg. 33	AP, CP1	4	
	Supplies for Conference on Internationalization in the Post-secondary Education Pipeline: Impact and Sustainability								

**DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY**  
**NRC Budget for the Period August 15, 2014 through August 14, 2015 (Current USDE Title VI Awards PO15A100165 & PO15B100165)**

Item	Activity	Project Yr One 2014-15	Project Yr Two 2015-16	Project Yr Three 2016-17	Project Yr Four 2017-18	Narrative Reference	Priority Reference	PMF GOAL Reference	CV Reference
43	Name tags, signs, registration materials, handouts for breakout sessions and roundtables. Resource binders and materials for participants including contact info, resource directory, bibliographies and sample curriculum units				\$400	Pg. 33	AP, CP1, CP2	4	
	<b>Materials for Conferences on SEA</b>								
44	Burma/Myanmar Forum - Fall 2014	\$100							
45	Ethnic Minorities and Politics- Spring 2015	\$100						3	
46	Art and Performance Art in Indonesia-Fall 2016								
47	Thai Media and Digital Futures -Spring 2017		\$100				IP		
48	Healing and Religious Practice in South and Southeast Asia-Fall 2017			\$100		Pg. 35			
49	<i>Sub-Total Post Secondary Outreach Supplies</i>	\$500	\$400	\$700	\$100				
50	<b>TOTAL SUPPLIES</b>	<b>\$2,850</b>	<b>\$2,750</b>	<b>\$3,050</b>	<b>\$3,050</b>				
	<b>OTHER</b>								
	<b>OTHER FOR LANGUAGE PROGRAM</b>								
	<b>Language Consortium support for SEASSI</b>								
51	Funds for administrative support and language instruction at Southeast Asian Studies Summer Institute at U. of Wisconsin, Madison. They coordinate an 8 week intensive summer language training program that equals a full academic year of credit. 3 levels of SE Asian languages in each of the six less commonly taught languages supported at Cornell (Burmese, Indonesian, Khmer, Tagalog, Thai, & Vietnamese) as well as Hmong, Javanese, Lao are taught. SEAP specifies that summer FLAS be used at SEASSI.	\$6,000	\$6,000	\$6,000	\$6,000	Pg. 32	AP, FCP2, FIP	2	
52	<b>Burmese Language Course at Mowhawk Valley Comm. College</b> Funds for course development, curricular materials, and to support recruitment from the community	\$2,000	\$2,000	\$2,000	\$2,000	Pg. 33	AP, FCP2, FIP	2 & 3	Pg. 22
53	<b>Mini-Workshops on Burmese Language Pedagogy</b> Funds to bring presenters and participants for 2 workshops training and sharing of pedagogical techniques and materials for Burmese	\$1,500		\$1,500		Pg. 32	AP, FCP2, FIP	2 & 3	Pg. 22, 23
54	<b>Collaborative Workshops on Asian Language Proficiency and Pedagogy</b> Annual workshops to be co-sponsored by 3 Asia NRCs abd the Cornell Language Resource Center	\$500	\$500	\$500	\$500	Pg. 32	AP, FCP2, FIP	2	Pg. 22-25
	<i>Sub-Total Language Program Other</i>	<i>\$10,000</i>	<i>\$8,500</i>	<i>\$10,000</i>	<i>\$8,500</i>				
	<b>OTHER FOR K-12 OUTREACH</b>								
	<b>International Studies Summer Institute</b>								
55	Speaker fees for presenters and teacher stipends (\$200/teacher x 10 to cover travel and other expenses) for collaborative K-12 teacher training. To be held in partnership with Syracuse Univ. School of Education in yr 2	\$2,800	\$2,800	\$2,800	\$2,800	Pg. 34	AP, CP2	4	

**DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY**  
**NRC Budget for the Period August 15, 2014 through August 14, 2015 (Current USDE Title VI Awards PO15A100165 & PO15B100165),**

Item	Activity	Project Yr One 2014-15	Project Yr Two 2015-16	Project Yr Three 2016-17	Project Yr Four 2017-18	Narrative Reference	Priority Reference	PMF GOAL Reference	CV Reference
56	<b>Afterschool Language Program</b> Stipends for SEAn language and culture instructors teaching at afterschool programs	\$600	\$600	\$600	\$600	Pg. 34	CP2	4	
57	<b>Curriculum Development for Islam in SEA and Laos Explorer Boxes</b> Stipend for teacher or graduate student to assist in creation of lesson plans and activities tied to newly developed Explorer Boxes			\$300	\$300	Pg. 34	AP, CP2	4	
58	<b>Mailing Costs: Explorer Boxes, Distance Learning materials, and Lending Library loans of Books, CDs, Videos, DVDs, based on historical experience</b>	\$250	\$250	\$250	\$250	Pg. 34	AP, CP1 & CP2	4	
59	<i>Sub-Total K-12 Outreach Other</i>	\$3,650	\$3,650	\$3,950	\$3,950				
<b>POST-SECONDARY OUTREACH OTHER</b>									
60	<b>Community College Faculty Development Workshops</b> Speaker fees for presenters at thematic and SEA-specific professional development workshops for community college faculty	\$500	\$500	\$500	\$500				
61	Room and Equipment Use to include Shorter College faculty via Teleconference Technology	\$1,500	\$1,500	\$1,500	\$1,500	Pg. 33	AP, CP1	4	
65	Travel and accommodations for 2 CC faculty from 150 miles or further away-\$120/room and @.56 miles	\$408	\$408	\$408	\$408				
66	<b>Community College Faculty Curriculum Development Grants</b>	\$1,000	\$1,000	\$1,000	\$1,000	Pg. 33			
67	<b>Conference on Equity, Inclusion, and Refugees: The (Increasingly) Global Community College</b>			\$1,500		Pg. 33	AP, CP1 & CP2	3 & 4	
68	<b>Education in Asia Course sent via Teleconference to a School of Education or Community College- room and equipment fees</b>	\$1,500		\$1,500		Pg.34	AP, CP1 & CP2	4	
69	<i>Conferences on SEA</i>								
69	<b>Ethnic Minorities and Politics- Spring 2015</b>	\$1,000					IP		Pg. 10
70	<b>Art and Performance Art in Indonesia-Fall 2016</b>			\$1,000			IP		Pg. 7
71	<b>Thai Media and Digital Futures -Spring 2017</b>			\$1,000			IP		Pg. 11
72	<b>Healing and Religious Practice in South and SE Asia-Spring 2018</b>				\$1,000		IP		Pg. 9, 17
73	<b>Internationalizing Teacher Training Fellows Program</b> Stipends for 2 education faculty fellows from each partnerteacher training institution, to develop and pilot an internationalization project with input and support from other fellows; year 4 is for development and dissemination of projects	\$1,000	\$1,000	\$1,000	\$2,000	Pg. 34	AP, CP2	4	
74	<b>American Sign Language Interpreter (or other accessibility aid)</b> 2 ASL interpreters are needed for a full-day workshop \$600/6hrs, 2 events budgeted for years 3 and 4 due to additrdional planned conferences	\$1,200	\$1,200	\$2,400	\$2,400	GEPA, Pg. 38	AP, CP1 & CP2	4	

**DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY**  
**NRC Budget for the Period August 15, 2014 through August 14, 2015 (Current USDE Title VI Awards PO15A100165 & PO15B100165)**

Item	Activity	Project Yr One 2014-15	Project Yr Two 2015-16	Project Yr Three 2016-17	Project Yr Four 2017-18	Narrative Reference	Priority Reference	PMF GOAL Reference	CV Reference
75	Conference on Internationalization in the Post-secondary Education Pipeline: Impact and Sustainability Keynote speaker fees for conference involving both Community College and Schools of Education Partners to examine impact and sustainability of internationalization projects				\$2,000	Pg. 34	AP, CP1 & CP2	4	
76	<b>Sub-Total Post Secondary Outreach Other</b>	<b>\$8,108</b>	<b>\$5,608</b>	<b>\$11,808</b>	<b>\$10,808</b>				
<b>OTHER OUTREACH TO MEDIA, AND BUSINESS</b>									
77	Burma/Karen Workshop for Businesses/Employers	\$200	\$200	\$200	\$200	Pg. 30		3	
78	Syracuse Zoo, Sciencentor, or Museum Exhibit Performer and/or speaker fees for community events and presentations	\$300	\$300	\$300	\$300	Pg. 30		1	
79	Library, Festival, or Community Requested Program Fees for musicians, dancers, or other SEA performers for community events and presentations	\$500	\$500	\$500	\$500	Pg. 30		1	
80	Visiting Artists/Musicians	\$1,000	\$1,000	\$1,000	\$1,000	Pg. 33		1	
81	<b>Sub-Total Business, Community and Media Outreach - Other</b>	<b>\$2,000</b>	<b>\$2,000</b>	<b>\$2,000</b>	<b>\$2,000</b>				
<b>EVALUATION</b>									
82	Professional Evaluation of Program Consultant to provide methodology for setting meaningful objectives (formative) and (summative) program evaluation for SEAPs project initiatives	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$6,000</b>	Pg. 39			Pg. 37
83	Qualitative Program Review Transportation (\$600), lodging (\$120/night), and per diem & fee (\$1000/day) for two external peer reviewers to visit SEAP and evaluate the program and contribute to summative evaluation				<b>\$7,920</b>	Pg. 35, 42, 43			
84	<b>TOTAL OTHER</b>	<b>\$29,758</b>	<b>\$25,758</b>	<b>\$33,758</b>	<b>\$39,178</b>				
A	A. Total Salaries	\$142,295	\$140,589	\$138,656	\$136,484				
B	B. Total Benefits	\$51,188	\$51,239	\$49,949	\$51,448				
C	C. Total Travel	\$10,576	\$6,076	\$6,976	\$6,076				
D	D. Total Supplies	\$2,850	\$2,750	\$3,050	\$3,050				
E	E. Total Other	\$29,758	\$25,758	\$33,758	\$39,178				
	<b>TOTAL DIRECT COSTS</b>	<b>\$236,667</b>	<b>\$226,412</b>	<b>\$232,389</b>	<b>\$236,236</b>				
	<b>TOTAL INDIRECT COSTS @ 8%</b>	<b>\$18,933</b>	<b>\$18,113</b>	<b>\$18,591</b>	<b>\$18,899</b>				
	<b>TOTAL FEDERAL NRC FUNDS REQUESTED</b>	<b>\$255,600</b>	<b>\$244,525</b>	<b>\$250,980</b>	<b>\$255,135</b>				



### **Abstract: The Cornell University Southeast Asia Program (SEAP)**

Since its founding in 1950, Cornell's Southeast Asia Program has trained experts in areas and languages critical to US strategic needs. SEAP includes 20 core, 17 affiliated, 8 emeritus, and 6 language faculty members who offer up to four levels of Burmese, Indonesian, Khmer, Tagalog, Thai, and Vietnamese. In the last four years SEAP trained 46 PhDs, 35 MA students, and 14 undergraduate majors and minors. The Echols Library Collection on SEA is the largest in the world and serves as a national and international resource. SEAP also publishes monographs, language textbooks, and the only journal exclusively on Indonesia, and makes free downloads of its Cornell Modern Indonesia Project (CMIP) and SEAP Data papers accessible online.

In this cycle, SEAP proposes to broaden and strengthen Southeast Asian Studies at Cornell and in the U.S. by focusing on collaboration at all levels, from the global to the local. Closest to home we will build connections and programming on campus aimed at improving access and diversity in area studies and study abroad and we will partner with community colleges and teacher training programs to internationalize the educational pipeline. Reversing the model which puts area and language study before experience abroad, we will develop and pilot a range of faculty-led study abroad opportunities and applied, project-oriented language courses to give more students an initial exposure to SEA and foster global competency. At the same time, building study abroad programs will give SEAP faculty the chance to initiate more linkages and exchanges with scholars and institutions in SEA (NRC IP).

The growth of SEAn Studies in Asia is an exciting development that SEAP is eager to contribute to by working with our dense networks of colleagues and alumni. We plan to work closely with the Center for Khmer Studies (CKS) and the American Institute for Indonesian Studies (AIFIS), both of which are American Overseas Research Centers (AORCs) and will be involved in SEAP workshops for community college faculty. Our relationship with CSEAS at Kyoto University will continue with a jointly organized international conference. In the US we plan to work with other SEA NRCs to coordinate and improve the fundamentals of SEAn Studies: language instruction, library collections, and scholarship. Our goal is to find ways to systematically share resources, improve efficiency, and stimulate cooperative intellectual activity. We will focus NRC resources on contributing to a shared plan (the proposed NLRCSAL) to enhance SEAn language pedagogy and assessment.

With many of these goals in mind, and building on the Burma/Karen Project in SEAP Outreach, SEAP is launching a multi-faceted Myanmar Initiative. As one of only two universities in the US where Burmese language is taught at all levels, SEAP is in a unique position to take advantage of the growing openness and political reforms in Myanmar. The Myanmar Initiative seeks to support and expand the number of Cornell faculty with research interests in Myanmar, increase and enhance the teaching of courses and outreach related to Burma/Myanmar, institutionalize and improve Burmese language instruction and support its expansion to other institutions, establish linkages with universities and organizations in Myanmar, and develop a study abroad program in Myanmar for undergraduates.

Southeast Asia is a fundamentally transnational space with connections that regularly crisscross into East and South Asia. Thus our heightened collaborations with the two other Asia NRCs at Cornell will be grounded in organic intellectual cross-currents and conversations. In addition to several joint conferences and workshops, SEAP will work closely with the Cornell NRCs to build substantive and sustainable partnerships with targeted community colleges and schools/departments of education. We will also cooperate to improve and coordinate data collection and evaluation.

**1. Introduction and Commitment to Subject Area:** The Southeast Asia Program (SEAP)

proposes to broaden and strengthen Southeast Asian studies at Cornell and in the U.S. by focusing on collaboration at all levels, from the global to the local. Closest to home, at Cornell, we will build connections and programming on campus aimed at improving access and diversity in area studies and study abroad. Reversing the model that puts area and language study before experience abroad, we will develop and pilot a range of faculty-led study abroad opportunities and applied, project-oriented language courses to give more students an initial exposure to Southeast Asia to foster global competency. Our hope is that these programs will draw more undergraduates to pursue in-depth study of the region. At the same time, building study abroad programs will give SEAP faculty the chance to initiate more linkages and exchanges with scholars and institutions in Southeast Asia (IP).

The growth of Southeast Asian studies in Asia is an exciting development that SEAP is eager to contribute to by working with our networks of colleagues and alumni. We plan to work closely with the Center for Khmer Studies (CKS) and the American Institute for Indonesian Studies (AIFIS), both American Overseas Research Centers (AORCs), and our relationship with Center for Southeast Asian Studies (CSEAS) at Kyoto University will continue with a jointly organized international conference. In the U.S. we plan to work with other Southeast Asia NRCs to coordinate and improve the fundamentals of Southeast Asian studies: language instruction, library collections, and scholarship. Our goal is to find ways to systematically share resources, improve efficiency, and stimulate cooperative intellectual activity. We plan to approach the Luce Foundation to support some of these collaborative efforts and will focus NRC resources on a shared plan to enhance language pedagogy and assessment.

With many of these goals in mind, SEAP is launching a multi-faceted Myanmar Initiative. As one of only two universities in the U.S. where Burmese language is regularly taught at all levels, SEAP is in a unique position to take advantage of the growing openness and political reforms in Myanmar. The Myanmar Initiative seeks to support and expand the number of Cornell faculty with research and teaching interests in Myanmar, increase and enhance the teaching of courses related to Burma/Myanmar, institutionalize and improve Burmese language instruction and support its expansion to other institutions, establish partnerships and collaborations with universities and organizations in Myanmar (**IP**), and work toward the development of an engaged-learning study abroad program in Myanmar for undergraduates.

Southeast Asia is a fundamentally transnational space with connections that regularly crisscross into East and South Asia. Our increased collaborations with the two other Asia NRCs at Cornell will be grounded in organic intellectual cross-currents and conversations. In addition to several joint conferences and workshops, SEAP will work closely with the Cornell NRCs to build substantive and sustainable partnerships with targeted community colleges and schools/ departments of education and jointly improve and coordinate data collection and evaluation.

***Institutional commitment:*** Cornell has recently undergone an extensive self-evaluation of its internationalization efforts, resulting in a \$15 million infusion of funds, a restructuring of leadership, and a surge of new energy and activity. Cornell's institutional commitment to SEAP has expanded and deepened in light of this new emphasis on the global. One tenured faculty member has been hired in City and Regional Planning (CRP), and she has been named one of the first cohort of four Internationalization Fellows. Two new tenure-track faculty members were also hired in Asian Studies, as well as a visiting lecturer with a focus on Buddhism in Southeast Asia. These hires further strengthen the intellectual foundation made up of twenty one core



faculty. A new generation of SEAP staff also took the helm in the last NRC cycle, bringing an experienced SEAP alumna to the position of Associate Director, and infusing new energy into the outreach and administrative assistant positions. Three core faculty members were tenured, (one of these was competitively retained), three were promoted to full professor, and the Indonesian and Khmer language instructors were promoted to senior lectureships. The addition of faculty member in CRP has led to a significant increase in professional students participating in SEAP, seven of whom were awarded FLAS fellowships in the last NRC cycle. Three Foreign Area Officers have received MA degrees in Asian Studies, along with numerous other MA students. New UG courses have also been offered, especially in government and anthropology. These activities increase knowledge of the region while simultaneously providing a comparative context for students to understand their place in the world.

These investments in faculty, lecturers, and staff ensure that SEAP can focus on training students to be the future teachers of SEAn studies and international studies. For SEAP, “teacher training” includes the training of SEAP graduates working in colleges and universities, as well as outreach teacher training efforts to community college faculty, education students (pre-service teachers), and professional development for in-service teachers. We seek to expand SEA expertise and language capacities in the U.S. and harness area studies teaching in the service of building global competencies through all levels of instruction (**AP, CP1, CP2**).

***Operational Support:*** (Table 1.1) As the result of the Task Force on Internationalization, the Einaudi Center for International Studies (ECIS) Director, SEAP faculty member Fred Logevall, was appointed Vice Provost for International Affairs. Under his leadership, an Internationalization Council was established, with associate deans from each of Cornell’s colleges meeting regularly in pursuit of goals such as ensuring that 50% of Cornell undergraduates have a

meaningful international experience. SEAP has been able to enlist the support of the new Vice Provost in seeking funding for language instruction, and the program and its faculty have already benefited from an expanded seed grant program in support of new initiatives, with four awards (a total of \$85,000) this spring going to projects related to the region. Substantial financial support from Cornell for SEAn studies includes staff salaries in ECIS, Asian Studies, the library, the International Students and Scholars Office, and the Language Resource Center (LRC). SEAP operates the Kahin Center for Advanced Research on Southeast Asia, with 20 offices for staff, faculty, and visitors. This year, over \$156,000 from SEAP endowment income covered the cost of SEAP administrative salaries, including 100% of staff time to manage FLAS and the NRC.

**Teaching Staff:** (Table 1.2) Cornell's most

important commitment to SEAn studies is the continued support of faculty positions and the teaching of six priority SEAn LCTL languages (FIP). SEAP's twenty six

<b>Table 1.1 Operational Commitment 2013 - 2014</b>	
SEAP Admin. Salaries & Benefits	<b>\$156,535</b>
Int'l Studies Ctr. Salaries & Benefits	\$62,289
Int'l Students & Scholars Off. Salaries & Ben	\$135,370
Asian Studies Salaries & Benefits	\$86,221
Lang. Resource Ctr. Salaries & Benefits	\$52,986
Facilities Incl: Rent, Oper., & Main.	\$347,032
<b>Total</b>	<b>\$840,433</b>

core and eight active emeritus faculty members have collective knowledge of Southeast Asia, which amounts to one of the world's greatest concentrations of expertise on this region. The emeritus faculty maintain close scholarly ties throughout SEA and they are active in Ithaca, advising graduate students, participating in the program, and publishing. The intellectual vitality

of SEAP continues to draw in new affiliated faculty who do research and/or teach courses related to SEA. Emerging from budget cuts, starting

<b>Table 1.2 Teaching Staff Commitment 2013-2014</b>	
21 CU Core Faculty Salary & Benefits & Research	\$3,656,485
17 CU Assoc. Faculty Salaries & Benefits & Research	\$254,154
6 Language Lecturers Salary & Benefits	\$279,956
<b>Total</b>	<b>\$4,190,595</b>

in July 2014, SEAP will provide faculty research funds of \$2000 per year to all core faculty,

regardless of their participation in the proposed project. Tenure-track faculty will continue to receive \$4000 per year to support their research, while newly hired faculty receive a start-up research fund of \$5000. (This support is also independent of the proposed NRC project.) In addition, faculty members are eligible for additional research funds from SEAP, their Colleges, ECIS, and other programs on campus. Each year several SEAP faculty are awarded grants from campus sources for their projects.

**Library Support:** (Table 1.3) The Echols Collection is the world's largest and most comprehensive academic library on SEA, and is recognized as a repository of last resort. Cornell and SEAP provide substantial support for staff

and acquisitions, which enables Echols to collect and catalogue at the highest level—10,000 monographs and other materials annually.

<b>Table 1.3 Echols Collection Commitment 2013-2014</b>	
Acquisitions & Subscriptions	\$240,000
Staff Salaries and Benefits	\$490,976
<b>SEAP Support (acquisitions \$21,622)</b>	<b>\$29,272</b>
<b>Total</b>	<b>\$760,248</b>

**Linkages with Institutions Abroad:** In addition to the 60+ alumni and former visiting fellows teaching at prominent universities in Asia and multiple faculty collaborations with colleagues in SEA that support research, Cornell and SEAP participate in numerous institutional linkages. SEAP is a founding member of both AORCs in Southeast Asia, CKS in Cambodia and AIFIS in Indonesia. In 2013, thanks to the tireless grant-writing and institution building efforts of three SEAP faculty members and an affiliate, AIFIS was officially designated an AORC and received grants from USDE and the Luce Foundation totaling \$510,000. In addition to its Jakarta headquarters at Universitas Siswa Bangsa, AIFIS has opened a satellite office in Yogyakarta at Gadjah Mada University. AIFIS has also launched a fellowship grant program that encourages scholarly collaboration between Indonesians and Americans. Two SEAP faculty members are on

the board of CKS, and Cornell hosted a talk by the new director of CKS in the fall of 2013. The curator of the Echols collection also sits on the board of the Center for Lao Studies.

Cornell has MOUs with key institutions in the region, including the CSEAS at Kyoto University, Universitas Indonesia, Universitas Negeri Papua, Bogor Agricultural University and Yayasan WWF Indonesia, the latter a link to the Veterinary College, where a SEAP affiliate and his graduate students conduct research on endangered Javanese rhinos. The University of the Philippines, Los Banos has been a long-standing Cornell partner for agricultural research, especially on rice, along with the International Rice Research Institute, also in the Philippines. Nanyang Technological University, Singapore has an MOU with the School of Hotel Administration and the College of Engineering has forged formal ties with the Ho Chi Minh City University of Industry in Vietnam (**IP**).

Other links are facilitated by the International Student and Scholars Office, the Center for Engaged Learning and Research, and Cornell Abroad. Cornell Abroad is a member of CIEE and provides access to study abroad programs in Thailand, Singapore, Vietnam, Indonesia, and Cambodia. Under a new director Cornell Abroad will take the lead in developing faculty-led courses abroad and providing greater support to the existing project-based trips that faculty lead (including to Thailand, Malaysia, Cambodia, and the Philippines). The Echols Collection also has an extensive network of linkages with the major national and university libraries in the region that include the training of staff in preservation, and materials exchange.

**Outreach Support:** (Table 1.4) Despite the drastic cuts to the NRC budget in the last cycle, SEAP has maintained an ambitious and robust Outreach Office. SEAP hired a new outreach coordinator in 2012 and funded key programming such as the Burma/Karen Project, the SEA Visibility Project, the Afterschool Language Program, and the Rural Schools Initiative.

Over 53% of funding for the outreach salary came from SEAP and bridging funds from the Provost, with total institutional support for outreach more than \$49,000 per year.

SEAP also co-sponsors activities with the Johnson Museum of Art, Cornell Cinema, and many student organizations. The museum spends about 10% of its budget on SEA annually. A new gallery devoted to SEA opened in 2011 and has been used extensively in collaboration with outreach and as part of classes taught by SEAP faculty. The CU Council for the Arts and the CU Concert Series also regularly fund visiting performance artists in connection to the Gamelan Ensemble and 14 Strings! Filipino Ronadalla. SEAP Publications produces four to five titles annually, and has digitized Cornell Modern Indonesia Project (CMIP) publications and SEAP Data Papers for free download. It also publishes the

highly-regarded journal *Indonesia*, now available through JSTOR. To ensure the publication of high quality scholarship on SEA, SEAP endowment

**Table 1.4 Outreach Commitment 2013 - 2014**

CU Museum & Cinema Support	\$188,200
CU Publications Support	\$8,600
SEAP Publications Support	\$99,223
SEAP & CU Outreach Support	\$49,793
<b>Total</b>	<b>\$345,816</b>

income provides an annual subsidy for publications salaries which in 2013-2014 totaled nearly \$100,000.

**Student support:** (Table 1.5) Cornell provides generous support to graduate students, those pursuing the PhD in key fields receive a five-year fellowship/Teaching Assistant package. Cornell also supplements FLAS tuition awards, stipends, and health insurance for PhD and MA students. In addition, SEAP allocates a significant amount of endowment income annually for student support (In 2013-14 this allocation totaled \$57,000.). Graduate students apply to SEAP to cover expenses to deliver papers at conferences (\$400/grant), pre-dissertation research travel (\$10,000 allocated annually for grants ranging from \$500-\$3000, with travel funds also available through ECIS), summer dissertation write-up (\$2500/grant), and the Barnett Scholarship for

research and study in Malaysia (\$1500-\$10,000/grant). SEAP provides support for student organizations whose activities focus on SEA, and funds an annual graduate student symposium (approx.\$7000) and the activities of the SEAP graduate student committee (approx. \$8000).

<b>Table 1.5 Student Commitment 2013-2014</b>	
Sage Fellowships-PhD students	\$3,162,400
SEAP & Asian Studies - UG travel	\$9,000
SEAP Grad. Student Support	<b>\$56,155</b>
<b>Total</b>	<b>\$3,227,555</b>

SEAP has also created “Engaged Learning” travel grants (\$1000/grant), which undergraduates are eligible for, to encourage participants in short-term

class/project trips to SEA to take languages and area courses. Two travel/research grants (\$3000 each) are awarded annually by Asian Studies to two undergraduates who have taken two years of an Asian language. And \$200,000/year of the new internationalization funds were allocated last year to need-based undergraduate travel connected to faculty-led study abroad.

## **2. Quality of Curriculum Design**

**A. Undergraduate and Graduate Curriculum:** Undergraduate and graduate students at Cornell may choose from a wide cross-disciplinary array of 120 non-language courses on SEA per year, and 44 SEAn language courses, with additional options available through directed independent study for both subject areas and languages. Many of these courses fulfill the Arts & Sciences (A&S) distribution requirements or liberal arts requirements for Cornell’s other colleges and professional schools (CALS, AAP, Engineering, Hotel Administration, Human Ecology, and ILR). SEAP courses fulfill geographic breadth, and language requirements in A&S are typically met by three semesters (2000-level) of language study. SEAP intermediate language courses satisfy the geographic breadth requirement, providing incentive for taking upper division SEA languages.

Undergraduates also take SEAP courses to fulfill the Asian Studies major or the SEAsia minor. The Asian Studies major with a concentration on SEAsia consists of 30 credits of area

courses above the 2200-level plus 2-year proficiency in a SEAn language. The SEA minor is open to all Cornell UGs. It consists of 18 credits of total study, 6 of which can be language study. Outstanding majors may apply to write an honors thesis supervised by a SEAP adviser.

**Table 2.1: Introductory SEA Course UG enrollments, 2010 - 2014 (By College)**

Course Name	AG	AR	AS	EN	HA	HE	IL	UNCE	Ttotal
Intro to Modern Asian Hist.	7	10	125	8	3	2	21	0	176
Intro to Southeast Asia	13	4	58	11	8	3	14	1	112
Gamelan in Indonesian Hist.	29	2	53	11	6	7	25	0	133
First-year Writing Seminars	36	15	120	82	5	26	16	0	300
Subtotals	85	31	356	112	22	38	76	1	721
Percentage	11.8%	4.3%	49.4%	15.5%	3.1%	5.3%	10.5%	0.1%	100.0%

The College Scholars Program offers yet another way for undergraduates to create their own interdisciplinary program and write an honors paper on SEA.

The gateway courses to SEAn studies include Introduction to Southeast Asia and Introduction to Modern Asian History, both taught by SEAP faculty. The introductory gamelan course is also a gateway for many; it is one of the most popular courses on campus, with a waiting list each semester. First-year Writing Seminars (FWS) (capped at 18 students each) also allow SEAP to reach students early in their Cornell careers. Between 2010 and 2014, SEAP faculty and graduate students taught 18 FWS enrolling 300 students (ref. Course List, FWS, Tab 12). Recent titles include “Beyond the Girl in the Picture: Vietnam in Visual Culture,” “Power and Politics: Radical Approaches to International Development,” “Buddhist Meditation Masters,” and “Fictional Fascinations: Literature from Colonial Southeast Asia.” The inclusion of a writing section in several sophomore level courses can be found in SEAP courses such as “Indian Ocean World” and “The Occidental Tourist.”

SEAP devotes attention to and provides support for curricular innovation. SEAP led the way in fall 2011 with one of the most cross-disciplinary courses on campus; “Rice and

Language: Geography, Movement, and Exchange” integrated linguistics, plant and human genetics, archaeology, and culture to explore the history of rice in Asia. In spring 2011 SEAP initiated a new introductory team-taught course, “Indonesia Today,” that showcased Cornell’s faculty strength in Indonesian studies. And in fall 2013 a one-credit seminar on Burma/Myanmar was piloted and generated a high level of interest. SEAP plans to expand curricular offerings on Myanmar and new courses on “Islam in Asia,” “The Vietnamese Wars,” and “Buddhism and its Others in South and Southeast Asia” will be offered in the coming semester. SEAP is also developing a credit-bearing course on “Chinese Empire and the Cambodian Experience” to be taught in Cambodia during the winter 2015 session.

**Graduate curriculum:** Graduate students can pursue an MA in SEAn Studies, a PhD in Asian Literature, Religion and Culture, or complete the SEA minor in any PhD disciplinary field by having a SEAP faculty member on their committee. SEAP students take at least two area courses, such as advanced topical or country seminars (Asian 6601-6604), and fulfill the language requirement (third year coursework or by examination, typically in two languages) for field research. Graduate students are strongly encouraged to take the course on SEA bibliography taught by Echols Curator Green that introduces archival and research methods and helps prepare graduate students to write a dissertation prospectus used to apply for major research fellowships. The MA requires 8 courses (not including language) and a thesis. SEAP is currently exploring ways to encourage more FSO and military officers to enroll in SEAP’s MA program.

SEAP graduate students can draw on the expertise of SEAP faculty from a wide range of disciplines and colleges. Four core faculty members, one active emeritus professor, and 11 of 17 affiliated faculty are from colleges outside of Arts and Sciences. SEAP core (and affiliated) faculty members often serve on committees of graduate students outside of their disciplines. For



example, two MA students in Regional Planning students have SEAP faculty members from A&S on their committees. SEAP has been very successful in prioritizing FLAS fellowships for professional school and science students, with close to one third of FLAS awards going to these students (an increase of 6% from the previous cycle). In the current year, of the 71 SEAP graduate students in residence, 33% came from professional programs or the sciences.

The high quality of SEAP graduate training stems from the formal curriculum and also from the cross-disciplinary intellectual exchanges and opportunities for professional development fostered by the program. The SEAP graduate student committee receives substantial financial support (\$15,000 last year) to organize weekly lectures and an annual symposium. These programs allow graduate students to network, present their own research in a public academic setting, and to interact with top scholars in the field who come as speakers. Recent speakers include Nancy Peluso, Duncan McCargo, Justin McDaniel, and Nora Taylor. SEAP also has intensified its exchanges with Singapore's ISEAS and its journal, *Sojourn*, which publishes selected essays from the graduate student symposium.

**B. Academic and Career Advising:** All incoming freshman and graduate students are assigned a faculty adviser. Upon admission to the Asian Studies major with SEA concentration, UGs are assigned a SEAP adviser. The UG major, the MA, and the PhD are very flexible at Cornell. Coursework and major requirements are approved by the faculty adviser or graduate committee chair. All SEAP students' academic progress is reviewed annually by the core faculty and language lecturers at a year-end meeting. Faculty members routinely advise their students about career opportunities and many participate in mock job talks and interviews. They mentor their TAs on pedagogical techniques, strategies, and often invite advanced graduate students to give a lecture in their courses. Graduate students also can participate in professional development

workshops offered by the Center for Teaching Excellence (CTE). Cornell's multi-tiered advising system includes academic deans, graduate school deans, directors of UG and graduate studies in academic departments, and career counselors. The SEAP director and associate director also advise students and respond to academic and career inquiries about SEA.

The Graduate School and ECIS both regularly offer workshops on dissertation design, fellowships, and careers abroad. Students can also access SEAP's extensive web-based job and internship database. Announcements of job opportunities are a regular feature of SEAP's weekly e-newsletter, and SEAP is exploring the uses of new social media for professional networking for students. Cornell's Career Services Office and seven college-specific offices help students prepare resumes and write cover letters. They host career events, contact alumni for career advice, and provide materials and resources to assist students. The main Career Service Office recently hired a Graduate and International Career Advisor. It has one of the largest career libraries in the country and publishes a newsletter on graduate career opportunities.

**Research, Study Abroad, Summer Language Study:** UGs apply to study abroad in one of the dozens of programs offered through the Cornell Abroad program. Cornell is a member of CIEE and SIT Study Abroad Organization with UG centers at Ubud in Bali, Indonesia, Khonkaen University in Thailand, and Vietnam National University, to name a few. Students can attend any program or university in SEA approved by Cornell. In the past four years 241 Cornell traveled to SEA for study or research. Six UGs who studied SEAn languages won grants from Cornell to spend one summer in the region; numerous graduate students have gone to consortial language programs such as Advanced Summer Thai (AST) and Consortium for Teaching Indonesian (COTI) and many others, both graduate and UG, attended SEASSI. Since 2010 about 30 UGs and professional school students per year have traveled to Thailand, Cambodia, Malaysia,

Indonesia, and the Philippines to participate in projects as part of the SMART Program (Student Multidisciplinary Applied Research Teams). The Center for Engaged Learning and Research has also supported faculty to develop international service learning courses. In winter 2014 an urban planning class on poverty alleviation conducted research in Indonesia and a class on water-resource management worked on a project in Thailand. SEAPs graduate students regularly study languages at SEASSI and in SEA, and most conduct MA and PhD research in the region. In addition to the ECIS travel grant, SEAP funds pre-dissertation field visits for about 8 students annually to help them prepare for grant application. SEAP also funds UG and MA student travel as part of “engaged” or service-learning in SEA, as well as research in Malaysia through the Milton Barnett Scholarship.

Cornell facilitates student access to study abroad through formal institutional collaboration and exchange agreements with institutions in SEA such as the joint MA in Hospitality Management with Singapore’s Nanyang Institute, and a program on “Rice: Research to Production,” at the IRRI in the Philippines. The Cornell Institute for Public Affairs (CIPA) facilitates internships in Cambodia at the UN Office on Drugs and Crime and the Ministry of Women’s Affairs. SEAP is also working with Cornell Abroad and CKS to develop an ongoing “Cornell in Cambodia” winter class.

### **3. Non-Language Instructional Program**

**A. Quality and Extent of Courses by Discipline and School:** The breadth and quality of SEAP courses is exceptional. SEAP offers 171 courses with at least 25% SEA content spread across 26 disciplines in A&S (134) and the professional schools (28). (Course List, Tab 12). In 2013-14, 322 UGs and 610 graduates took science and professional school courses with SEA content including, for example, Beard’s course on Planning and Poverty in the Global South, Williams’

courses on Population Dynamics and Human Migration, or Kuruvilla’s Work, Labor & Capital in the Global Economy. The country and topical seminars, open to advanced UGs, have, in recent years, allowed students to learn about Thailand, Myanmar, SEAn Linguistics, SEA Borderlands, SEAsian Art and Performance, and Religion, Colonialism and Nationalism in SEA.

**B. Depth of Specialized Courses:** SEAP covers all countries in SEA with an especially robust

program on Indonesia, Vietnam, and

Thailand, and a new focus on

Burma/Myanmar. Thematically SEAPs

strengths lie in trans-regional topics

such as the Chinese in SEA(4 faculty

members), South-SEAn diaspora, trade and culture(4), SEAn literature(3), and SEAn

minorities(3)—a topic with great relevance for the study of Myanmar. Table 9 illustrates courses

that range from introductory to highly specialized levels in Anthropology, Asian Studies,

Government, History, History of Art, and Music.

**C. Interdisciplinary Courses:** Area study courses are almost by necessity interdisciplinary and comparative in nature. SEAP’s courses often emphasize the dynamic negotiation of area studies content and disciplinary boundaries and many SEA courses are identified as interdisciplinary.

For example, “Dancing the Stone: Body, Memory and Architecture” combines visual studies, art history, theatre and Asian Studies, and the Myanmar seminar featured speakers from education, music, history, anthropology, and religious studies perspectives. Graduate students’ courses of study by necessity include several disciplines to reflect the Cornell graduate committee system that tends to encourage at least one member from outside the student’s disciplinary home.

**Table 3.1 Level of Courses (incl FWS) 2012 – 2014**

Dept.	1000	2000	3000	4000	Seminar	Total
Anthro	2	5	7	1	4	19
Asian Stds	4	6	9	15	14	18
Govt	0	0	1	4	4	9
History	5	1	3	2	5	16
Art Hist.	1	2	2	4	3	12
Music	4	0	4	3	0	11

**D. Non-language faculty and TA training:** Cornell's SEA area courses are taught by 21 core faculty and 17 affiliated faculty members (CV Appendix, Tab 11). Except for the introductory courses, most UG and graduate SEA courses are seminar-style with no more than 12-15 students, guaranteeing a high degree of faculty and student interaction. To attract new UG students, SEAP faculty have offered a large array of new courses (31 UG and 12 graduate courses since 2009) spread across seven disciplines (Ref. New SEAP Courses, Tab 12, p.7). Graduate TAs, who assist in large introductory classes, are required to undergo professional training provided by their departments and CTE that covers course design, cross-cultural classroom dynamics, pedagogy, and classroom management. Faculty members with TAs also hold weekly meetings with them to review course content, class dynamics, and grading. In addition, the First-year Writing Seminar Program provides extensive training for both graduate students and faculty.

#### **4. Quality of Language Instructional Program**

**A. Instruction and enrollment:** Cornell offers four levels of courses in the six major languages of SEA: Burmese, Tagalog, Indonesian, Khmer, Thai, and Vietnamese. All are Priority Languages, and all SEAP AY FLAS awards will be granted to students who study them (**FCP2, FIP**). Echols Curator Green tutors students in Lao on request. Cornell also provides instruction in other languages critical to conducting research on SEA: French, Spanish, Portuguese, Arabic, Nom (Classical Vietnamese), Sanskrit, and Pali. Dutch is offered through a videoconference

**Table 4.1 2010-2014 Enrollment in Language Classes - Undergrad (UG), Graduate (G)**

	2010-2011		2011-2012		2012-2013		2013-2014		Total
Language	UG	G	UG	G	UG	G	UG	G	
Burmese	0	4	4	5	7	13	8	12	53
Indonesian	16	20	23	14	17	20	14	17	141
Khmer	8	11	6	11	9	12	10	7	74
Tagalog	19	4	18	4	37	4	19	6	111
Thai	11	11	11	6	6	15	9	7	76
Vietnamese	5	9	11	3	9	6	7	11	61
<b>Totals</b>	<b>59</b>	<b>59</b>	<b>73</b>	<b>43</b>	<b>85</b>	<b>70</b>	<b>67</b>	<b>60</b>	<b>516</b>

Distance Learning exchange with Columbia and Yale, with Cornell sending Khmer and Indonesian. 516 students have enrolled in SEAn languages since the previous grant cycle, representing a 16% increase (Table 10). 156 students took courses at 3rd and 4<sup>th</sup> year levels.

**B. Advanced Language Courses:** All six major languages are offered regularly at three levels with the fourth level offered on demand. Tables 4.2 and 4.3 illustrate the levels of each language offered, the depth of the linguistic training, and breadth of offerings at the advanced and

**Table 4.2 # of Enrollments by Level, AY '10-'14**

Language	1000 (Beg)	2000 (Int)	3000 (Adv)	4000 (Dir)	Total
Burmese	36	15	6	2	59
Indonesian	49	38	23	28	138
Khmer	32	17	7	15	71
Tagalog	52	26	25	8	111
Thai	24	13	21	16	74
Vietnamese	37	16	2	3	58

**Table 4.3 # of Courses by Level, AY '10-'14**

Language	1000 (Beg)	2000 (Int)	3000 (Adv)	4000 (Dir)
Burmese	8	6	2	2
Indonesian	8	8	8	8
Khmer	11	9	6	7
Tagalog	8	8	8	5
Thai	8	8	12	8
Vietnamese	8	11	2	3

individual directed studies level. Each of our language faculty taught multiple 4000-level courses in their respective SEA languages during the last cycle.

SEAn languages are introduced across the curriculum beyond literature, linguistics and language courses. SEAP graduate students interested in Buddhism take Blackburn's course on Buddhism that requires readings in Pali. Most advanced graduate seminars, such as "Modern SEAn History," "Religion, Colonialism and Nationalism in S. and SEA," and others require

students to use vernacular sources in their research papers. At the undergraduate level, faculty infuse SEAn languages into 67 UG courses. For example, “Gamelan in Indonesian History and Cultures” requires the use of Javanese and Indonesian terms, musical notation, and instrument labels, and “The Museum and the Object” requires reference to objects by their SEAn names. SEAP is also supporting a pilot program of mini (1-credit) applied language courses for students going on study trips to Southeast Asia. Thai will be one of the first languages piloted (in conjunction with a Natural Resources course on sustainability and flood resilience), with Indonesian for urban planning in line for phase 2 of the pilot program.

**C. Faculty Strength and Language Pedagogy Training:** As members of the Asian Studies Department, five of SEAP’s language faculty are on 5-year senior lecturer contracts. Burmese is taught by a part-time visiting lecturer and a teaching associate. In 2014-5 the teaching associate will be a Fulbright Foreign Language Teaching Assistant (FLTA), competitively selected by Fulbright, which was re-established in Myanmar last year. Cornell’s historical commitment to the study of SEAn languages—Indonesian since 1952, Thai since 1955, and Vietnamese since 1963—reflects the professionalization of language lecturers who combine native fluency with pedagogical and linguistic training. (Ref: CV Appendix, Tab 11 and Course List, Tab 12). SEAP language lecturers are all engaged in a wide variety of pedagogical training through the Department of Asian Studies, Cornell’s Language Resource Center (LRC), which organizes monthly workshops, and organizations such as the Consortium for Language Teaching and Learning (CLTL). They are familiar with and employ performance-based instruction, a topic that has been covered in many training workshops. They also stay up to date with emerging technology, developing computer assisted and audio-visual lessons using the digital multimedia

facilities at the LRC. In 2013, with assistance from the LRC, SEAP, and Asian Studies, the SEA language lecturers organized a workshop on computer-assisted pronunciation.

**D. Quality of Performance-Based Instruction, Resources, Proficiency Requirements:** SEAP language faculty are dedicated to the development and use of accurate, performance-based instruction and assessment tools. Familiar with the principles of aural comprehension and oral performance, many of the language lecturers are also involved in developing and implementing ACTFL Oral Proficiency Interview (OPI) guidelines for the nation. For example, Pandin, who conducts OPI at COTI, has been collaborating with colleagues to develop ACTFL-based guidelines for the Indonesian oral proficiency level. Savella was one of two PIs for a collaborative Title VI grant involving 8 NRCs and 5 non-NRCs to develop proficiency guidelines for Tagalog using and adapting ACTFL generic guidelines. Likewise, Phan has been certified in OPI testing and is currently working with other US-based Khmer instructors on proficiency guidelines based on ACTFL standards.

The language lecturers apply proficiency standards to place incoming students at the appropriate level, to administer proficiency tests to speakers with varying levels of competency (novice to superior) from Cornell and other universities, and to ensure that their students acquire the language skills needed to move to the next level. Many students study at SEASSI or in SEA during the summer, and the language instructors align with language proficiency at each level.

In the last four years all but one of the SEA-based consortial language programs lost its federal funding. The NRC cuts also weakened SEASSI, a critical national resource to build SEA language capacity in the U.S. SEAP remains a strong advocate and supporter of these collaborative national efforts, and we are committed to working closely with other NRCs to expand and improve the teaching of SEAn languages. All of these languages are among the least



commonly taught in the U.S. and require strong cooperative networks to link experienced teachers with one another and with those just entering the field.

SEAP supports the National Language Resource Center for SEAn Language (NLRCSAL) proposed by U-Wisconsin-Madison and is eager to send SEAP language lecturers to contribute to and benefit from the planned series of workshops that promote the professionalization of SEAn language teaching, the designing of proficiency tests, and the standardization of guidelines for Thai, Vietnamese, Lao, Burmese, and Khmer. **(AP, IP, FIP).**

## **5. Strength of the Library**

**A. Strength of Library & Institutional Support:** The Echols Collection is the world's largest and most comprehensive academic library collection on SEA. Strong support from Cornell through the Library and SEAP, as well as past NRC grants, enable it to acquire, catalog, house and preserve material from around the world, ensuring its continued vital role in the field as the collection of record. Today the Echols Collection contains nearly 500,000 titles in over 150 languages, of which roughly 350,000 are in SEAn vernacular languages, including both national and minority languages, and over 60,000 of those titles are not held by any other collection in the U.S. Annually, close to 10,000 monographs are added to the collection using acquisitions funding from CU and SEAP (\$240,000 in 2013-14). The collection acquires material in a variety of formats, such as electronic resources, microfilm sets, ephemeral items, feature films and documentaries. Aside from material held directly by the Echols Collection, Cornell holds SEAn materials in many of its unit libraries across campus that specialize in art, music, agriculture, business and law. The law library has entered a cooperative collecting agreement with other law libraries in the northeastern U.S. to collect legal publications in English from Thailand.

The Echols Collection also pursues projects that allow greater online access to material about SEA. For example, 400 e-book titles covering all of ISEAS Singapore titles from 1982 to the present were just added to the collection. Echols librarians are leading a project that will enable newspaper publishers in SEA to provide electronic access to U.S. institutions through a newspaper archive built and maintained by Cornell. This project will enhance access to current news from the region, while focusing on local and provincial titles that are not commercially available and thus at most risk of being lost. The library at Cornell has recently completed upgrades to SEA Visions, an online open source project that digitized hundreds of early narratives of travel to the region and receives between 40-50,000 hits per month. The library also hosts collections of online material that garner heavy use, including CMIP series, the SEA Data Paper Series and the journal *Indonesia*, and it collaborates with other NRCs to provide online resources and digital projects through the SEA Digital Library (SEADL) project.

***Staffing and Institutional Support:*** CU and SEAP support the Echols Collection by funding 8.5 FTE professional positions and five student employees. The staff positions include two librarian positions, three catalogers, two positions for acquisitions support, one administrative and acquisitions support position, and one-half position for special projects and reference. Having three catalogers who handle material in eight major languages and many minor languages from the region is one of the main reasons the Echols collection is able to maintain its status as the best of its kind. These key personnel regularly catalog between 9,000 and 10,000 titles per year, performing essential work for the Echols collection and collections around the country that rely on these records. As of year 2 of the last NRC cycle, all library salaries and acquisition expenses were assumed by Cornell, with none remaining on the NRC.

**B. Cooperative Arrangements and Accessibility:** The Echols Collection collaborates widely with other institutions and individuals in order to accomplish its goal of preserving and providing broad access to information about SEA. Cornell and Columbia University Libraries have entered an agreement called 2CUL to formally share responsibility for collecting in a number of subject areas. For Southeast Asia, the two Echols Collection librarians are responsible for managing in-depth collection development and reference issues for Columbia. The Echols collection is also working on arrangements to work collaboratively on collection development issues with Yale University Library to enhance coverage of SEA materials within the Borrow Direct system. Echols staff are involved in several collaborative projects including SEA Digital Newspaper project and SEADL (above), and the SEA Materials (SEAM) project at the Center for Research Libraries. The Echols Curator manages the CORMOSEA website and also directs the newspaper archiving project. Our Thai cataloger chairs the Technical Processes group within CORMOSEA.

The Library also collaborates formally with 20 institutions in SEA to provide The Essential Electronic Agriculture Library (TEEAL), established to provide institutions in developing countries with a core set of journals in the field of agriculture, environment, and medicine. The institutions in Indonesia (12), the Philippines (10), Vietnam (4), Cambodia (2), and Myanmar (2) gain access to an off-line digital full-text library of 275 scientific journals. A team from the Library, led by the University Librarian, is involved in a Soros Foundation funded project to help university libraries in Myanmar get access to online journals and books.

The Echols Collection actively promotes use of its collections and facilities. The Cornell Library, including the Kroch library and its stacks where the collection is housed, is open to the public with access points for those with physical disabilities. Annually, hundreds of visitors not affiliated with Cornell travel from around the world to access the collection, including SEAPs

Visiting Fellows who come to Cornell in part to use resources in the Echols. Many more people utilize the collection's vast online resources or access it through the Interlibrary Loan system. The Borrow Direct program allows CU students to easily borrow from library collections at other Ivy League institutions and vice versa, while Interlibrary Loan is available nationwide. The Echols Collection is a net lender for both programs, and the Kroch Asia Library as a whole has the third highest number of requested items for both services compared to other sections of the Cornell library system.

## **6. Quality of Staff Resources**

**A. Quality of the Teaching Faculty and Staff:** SEAP's core and affiliated faculty and staff provide a deep and diverse foundation for the study of SEA and training of experts on the region. SEAP's 27 core faculty members and language lecturers teach, advise, and conduct research in SEA. All professorial (15 tenured, 2 tenure-track, 8 emeritus), two senior lecturers, and two subject-area lecturers hold PhDs, while one senior lecturer is ABD. Core members are knowledgeable not only about the languages of the region, but also languages used within and beyond SEA including Chinese, Dutch, French, German, Hebrew, Hindi, Japanese, Malayam, Norwegian, Nom, Pali, Sinhala, Spanish, Swedish, and Tamil. Many of the core faculty members are also members of the East Asia (Taylor, Fiskesjö, Mertha) and South Asia Programs (Kuruville, Blackburn, Willford, Tagliacozzo, White, McGowan), facilitating substantive collaboration between the three NRCs at Cornell. The majority of core professorial faculty spend at least 50%, and language faculty a minimum of 80%, of their scholarly energy on research, teaching, supervision, and advising students on SEA. Beneficially, the emeriti professors continue to attend the SEAP bi-weekly faculty meeting, mentor students, publish, and conduct research. The Echols Curator also holds an adjunct appointment in Asian Studies, teaches a SE

Asian bibliography course and provides Lao language tutorials as needed. 17 affiliated faculty, primarily from applied fields, sciences, and professional schools, enrich SEA studies by offering courses with at least 25% SEA content, advising SEAPs graduate students, publishing about SEA, and/or conducting research in the region. Many core and affiliated faculty members serve as PhD committee members at Cornell and other universities in the United States and abroad. The CV Appendix indicates the percentage of time that each SEAP faculty member and language lecturer participates in the teaching, supervision, and advising of SEAP students.

***Capacity to meet objectives:*** The six SEAn language lecturers, plus the two linguistics faculty (Cohn and Whitman), are well prepared to meet the challenge of improving and expanding the instruction of SEAn languages. The lecturers have published translations, pedagogical texts, and research articles. They each have extensive training and experience in linguistics, language teaching pedagogy, and proficiency standards. They will benefit from and be an asset to the proposed NLRCSAL series of workshops at University of Wisconsin.

The Myanmar Initiative will cross-cut many disciplinary and faculty interests. SEAP faculty with some expertise on Burma include Fiskesjö (anthropology) whose primary research has been on the Wa, an ethnic minority population whose homeland encompasses both Myanmar and China. He teaches on the topic of the upland border zones, and in fall 2013 he taught the well-attended 1-credit introductory seminar on Burma that featured many SEAP alumni and others as guest speakers. Blackburn (Asian religions) has begun studying the Burmese language and has made research visits to Myanmar as well as supervising several dissertations on religion in Myanmar. Tagliacozzo (history) has explored research opportunities in Myanmar, especially as it intersects with his interest in comparative Muslim societies. Tagliacozzo's co-edited volume

*Burmese Lives: Ordinary Life Stories Under the Burmese Regime* was just published (March

2014) by Oxford University Press. Whitman (affiliated faculty in linguistics) has studied and lived in Burma; he recently expanded his East Asian language interests to include Karen and other ethnic minority languages of Myanmar. (Ref. CV Appendix, Tab 11)

SEAP faculty, including lecturers, are afforded many professional development opportunities. All are provided with annual research funds from SEAP, while junior faculty members receive additional funds to help towards research and writing as tenure review approaches. Cornell allows professorial faculty members one year sabbatical leave at half pay (or a semester leave at full pay) for every twelve semesters, enabling faculty members to conduct research in SEA frequently. Those in humanities fields also qualify for paid study leaves for every six semesters of teaching. SEAP faculty members often receive prestigious fellowships and awards for their achievements. For instance Cohn (linguistics) spent 2012-13 in Indonesia on a Fulbright Senior Scholar Research Grant studying language shift and the impact of Indonesian on the maintenance of local languages. Welker (anthropology) held a Society for the Humanities Faculty Fellowship as well as a fellowship from the American Council of Learned Societies. Beard (city and regional planning), was awarded an Engaged Learning + Research Fellowship to create an “International Development Planning Workshop” for CRP students at Atma Jaya University in Solo. In addition to teaching and research, faculty members participate on journal editorial boards, review books and manuscripts, give public lectures, and publish. Between 2010 and 2014, they gave nearly 200 conference papers, authored 13 books and 51 book chapters, and edited 11 books (CV Appendix, Tab 11).

The intellectual production of SEAP faculty is outstanding. In 2012 Logevall’s book, *Embers of War: The Fall of an Empire and the Making of America’s Vietnam*, won the Pulitzer Prize. Taylor’s *A History of the Vietnamese* came out in 2013 as did Tagliacozzo’s *The Longest*

*Journey: Southeast Asians and the Pilgrimage to Mecca*. And in 2014 five faculty had new books: Mertha's *Brothers in Arms: Chinese Aid to the Khmer Rouge, 1975-1979*; Welker's *Enacting the Corporation: An American Mining Firm in Postauthoritarian Indonesia*; Willford's *The Haunting of Justice: History and Recognition in Malaysia's Plantations*; as well as edited volumes by Tagliacozzo (*Producing Indonesia*) and Pepinsky (*Beyond Oligarchy: Wealth, Power, and Contemporary Indonesian Politics*).

SEAP faculty members also provide academic administrative leadership at CU. Logevall was appointed Director of the Einaudi Center in 2010 and became the Vice Provost for International Affairs in 2013. Taylor is Chair of Asian Studies. Eric Tagliacozzo is Director of Comparative Muslim Societies and also directs the Cornell Modern Indonesia Project along with Pepinsky as Associate Director. Kuruvilla served as chair of the ILR International Program. Blackburn is Director of the South Asia Program, while Mertha is Director of China and Asia Pacific Studies.

Staff members have taken leadership roles, professional training and enrichment courses. Most staff have participated in at least one development opportunity over the last 4 years: i.e. taking beginning Burmese, taking courses on SEA, and attending conferences or technical training courses. The Associate Director will travel to Myanmar this summer to lay the groundwork for the Myanmar Initiative.

**B. Oversight** The SEAP administrative staff is led by a Director chosen by the faculty and appointed by the Director of Einaudi. (CV Appendix, Tab 11, Organizational Chart) As a new generation of SEAP faculty have been promoted to associate and full professor, the directorship now rotates on a three-year cycle. Loos served from 2010-2013, leading a revitalization of Indonesian studies and providing steady guidance during a period of budgetary cuts. As the first

female director, she also marked a shift in the SEAP faculty, which now includes a more even proportion of women. After a year under the experienced lead of interim directors Kuruvilla and Cohn, McGowan, an associate professor of history of art and visual studies, is preparing to assume the directorship in July. Her term runs from 2014-2017. Her long-standing research interests in Indonesia will allow her to keep the momentum going on the Indonesia Initiative begun in the last cycle. She is also poised to lead SEAP's new initiatives thanks to her extensive experience with SEAP outreach and her interdisciplinary perspective. She is also a faculty Fellow at Becker House, one of the campus dorms, a position that will facilitate SEAP's new initiative to reach out to and engage a diverse array of undergraduates.

The transitions between directors is greatly facilitated by Associate Director, Fishel. In addition to five years of experience leading SEAP outreach, as an alumna of SEAP she has a keen sense of institutional history and priorities. She is a Thai specialist with a PhD in anthropology, and she held college teaching positions before returning to Cornell. The associate director oversees the publications and outreach offices as well as the management of the Kahin Center. She supervises and trains staff in the administrative office and assists the director in financial planning and all personnel issues. She also facilitates grant-writing for the program and has expanded SEAP's communications efforts. She convenes regular SEAP staff meetings and serves as a liaison to the faculty at their meetings.

SEAP core faculty, language lecturers, and the curator of the Echols Collection meet biweekly to discuss and make all essential decisions. These include curriculum needs, budget allocations, visiting research faculty approval, new initiatives, and conference proposals. Core faculty members also serve on at least two of the standing oversight committees: administration and finance, admissions and scholarships, curriculum, language, outreach, library, and



publications. The SEAP Outreach program is directed by Melina Draper, a writer and former community college teacher with extensive curricular development experience with STEM outreach. Her efforts are supplemented by the Einaudi Educational Outreach Coordinator, who manages the collaborative K-12 outreach. They will be joined by a Post-Secondary Outreach Coordinator to be jointly hired by the 3 Asia NRCs to oversee their exciting new projects in partnership with community colleges and teacher training programs. In addition to an independent external evaluator, SEAP will work with Einaudi on joint evaluation and data collection with a Data Specialist, a position approved and funded by the Einaudi Center.

### **C. Nondiscriminatory employment practices**

SEAP strictly follows all federal and university guidelines with regard to nondiscrimination. SEAP is deeply committed to advancing diversity and actively trains staff on inclusivity in the workplace (Ref. GEPA, Tab 4). We will adhere to these principles as we hire for the two positions described above, and our program goals and planned activities include reaching out to, engaging, and recruiting students from underrepresented groups into the field of SEAn studies.

### **7. Outreach Activities**

SEAP Outreach has pioneered a number of initiatives that provide a strong foundation for meeting the competitive priorities of this cycle. Building on existing programs that have reached more than 42,000 educators, students, and members of the general public since 2010, SEAP will 1) extend the Burma/Karen Project to community colleges (CP1), 2) expand professional development workshops for community college faculty (CP1), 3) partner with schools of education and teacher training programs to magnify the impact of the collaborative International Studies Summer Institute (ISSI) and Afterschool Language Program (CP2), and 4) foster innovative internationalization projects through an education faculty fellows program (CP2).

These efforts complement SEAP's role as a national resource for K-16 teachers through web-based curriculum and lesson plans (25 resources); an online lending library of videos, DVDs, books, CDs, maps, and posters (1,120 items); and Explorer Boxes of cultural objects for the countries in SEA (10 kits). SEAP regularly mails lending library resources to educators across the U.S. and is the only SEA NRC with traveling culture kits, which we have mailed to teachers in Seattle, Kansas, and varied locations in New York State. SEAP faculty and graduate students from a wide range of disciplines are involved in all outreach activities through presentations, curriculum support and review, participation in trainings and workshops, and speaking with the media and the public.

**Outreach to Elementary and Secondary Schools** SEAP reaches K-12 students and teachers through SEA-specific programming such as the Burma/Karen Project and collaborative initiatives that include the Afterschool Language Program and the International Studies Summer Institute (ISSI). The Burma/Karen Project was created in response to the surge of requests for information and training about Burma and the Karen, who make up the bulk of the incoming SEA refugee population in upstate New York and many other communities in the U.S. In addition to serving as a key point of contact for inquiries and resources on the refugees' cultures of origin, SEAP regularly trains teachers (often via videoconference to distant cities and other states), and in 2012 SEAP partnered with Ithaca College's Education Department to hold a conference on refugee education. SEAP has also supported Burmese and Karen language teaching as part of workshops and through the Afterschool Language Program. As one of the core members of the collaborative outreach team CERIS (Cornell Educational Resources for International Studies), SEAP ensures the inclusion of high-quality SEA content in the Afterschool Language Program, the ISSI, and related follow-up workshops for participants. In

the past four years we have served over 200 teachers who teach in 25 different counties across the state. All institute materials, including curriculum, presentations and resources are made available online to increase national impact.

**Post-secondary Outreach** Community college workshops and the Faculty Associates in Research (FAR) Program have been the cornerstones of SEAP's postsecondary outreach. The priorities for this NRC cycle will allow us to focus more intensely on community colleges and teacher training programs and build partnerships that will increase the impact and sustainability of our efforts (CP1, CP2). We anticipate that as the faculty we train build SEA knowledge and interest, many will become FAR members and maintain long-standing linkages with SEAP. SEAP's work with community colleges has included two large workshops on Global Islam that reached 44 participants. Three were inspired to continue (along with 15 additional community college faculty) to develop more in-depth knowledge of Indonesia. The intensive Indonesia workshops were co-sponsored with the American Institute for Indonesian Studies (AIFIS), with high participation by SEAP faculty (5) and enhanced by curriculum development grants to three faculty who shared their efforts to integrate content on Indonesia into existing courses. In addition to expanding both the thematic and SEA-specific workshops to include new topics and countries, SEAP outreach will also work with community colleges on expanding the Burma/Karen project, following the trajectory of many refugee students through the educational pipeline to community colleges. Mohawk Valley Community College (MVCC) will be a particular focal point. (Ref. Appendix 2, Letters of Support, Tab 10) Located in Utica, NY, home to one of the largest communities of refugees from Burma, MVCC is an ideal place to pilot a Burmese language class outside Cornell. A conference on "Equity, Inclusion, and Refugees: The (Increasingly) Global Community College" in year 3 will ideally culminate in a cross-

institutional workgroup to develop an action plan to better support refugees from Burma and elsewhere, and thereby better serve all students.

SEAP's approach to partnering with schools of education and teacher training programs will likewise build on existing strengths and shared interests. We will link the Burma/Karen Project, the ISSI, and the Afterschool Language Program to teacher training programs in a variety of ways. For example, at least one ISSI will be held on the campus of Syracuse University's School of Education and will include a higher percentage of pre-service teachers. The Internationalizing Teacher Training Faculty Fellows Program will support faculty in education programs to develop projects with international SEA perspectives. The impact of all of these new postsecondary initiatives is the focus of Performance Measure Form (PMF) 4 and will be a focal point of evaluation.

**Community, Media, Business** In the last NRC cycle SEAP launched a Visibility Project that resulted in the establishment of a stronger web presence through social media, the creation of an online PressHub for SEA, increased readership for the SEAP Bulletin and other publications, and a poster campaign on public buses. We will continue to implement the recommendations outlined in the strategic plan that was developed, and track any up-ticks in media coverage as a result of these efforts. SEAP will also continue to provide programming and cultural performances to the Syracuse Zoo, public libraries, the Sciencenter and community festivals. We will also offer Chambers of Commerce and targeted companies and employers presentations on Burmese and Karen culture, helping sensitize them to dynamics they may encounter with new segments of their employee populations.

## **8. Program Planning and Budget**

Title VI funds including FLAS (\$552,940 average) requested annually will be used in conjunction with Cornell resources (\$8,707,287 in 2013-14) and SEAP endowment income (\$657,360 in 2013-14) to support collaborative SEAP initiatives to improve, expand, and provide greater access to the teaching of Southeast Asian languages and area studies, to firmly establish Burma/Myanmar Studies at Cornell, to internationalize teacher training, and to work in partnership with community colleges. The detailed budget proposal gives a clear sense of the timeline and explanation for all expenses associated with each activity (Budget, Tab 6).

***Language Program:*** Of the six SEAn languages Cornell offers at four levels, the bulk of funds requested by SEAP will support the three languages most in need of institutionalization: Burmese, Khmer, and Tagalog (\$578, 618 over 4 years). While Indonesian, Thai, and Vietnamese are also taught at most Southeast Asia Centers and at a handful of other universities, supporting the teaching of Tagalog, Khmer, and especially Burmese maintains a critical national resource (**AP, FIP**). Tagalog, taught somewhat more widely on the West coast, is only offered at 2 other East coast institutions and Khmer is taught at only 6 institutions nationwide, with Cornell being the only university on the East coast where instruction is offered at multiple levels. Only two universities in the U.S. offer Burmese, despite our nation's renewed diplomatic and business engagement with Myanmar and the growing unmet needs for translation in education and social services to meet the needs of recently-arrived refugees from Burma. SEAP aims to gradually decrease dependence on NRC funding for Tagalog, so that by year 4 only 30% of the cost of Tagalog instruction will come from Title VI funds. Stable enrollments for Tagalog will help SEAP make a case for greater institutionalization, freeing up NRC funds to invest in developing the Khmer and Burmese programs and in improving assessment and proficiency standards for all of the SEAsn languages taught in the U.S.

SEAP strongly supports the NLRCSAL being proposed by the University of Wisconsin (Madison) and we request funding (\$19,800 total) to send language lecturers from Cornell to contribute to this collaborative effort to raise the level of instruction and assessment in SEAn languages, all of which are among the prioritized least commonly taught languages in the U.S. **(AP, FIP)**. We propose to send all six language instructors to the two-day workshop on proficiency- and standards-based instruction that launches the NLRCSAL project in fall 2014 (\$5400). We request funds (\$3600) to send the Thai and Vietnamese instructors in the spring of 2015 and 2016 to workshops that will develop national standards for Oral Proficiency guidelines in these languages. The Khmer and Burmese lecturers and the instructor for Lao, would participate in similar workshops for those languages in fall 2016 and spring 2018 (\$5400).

In addition to our plans to be deeply engaged with efforts to improve SEAn language instruction across the U.S., SEAP also plans to support and build on the strengths of the existing consortial intensive summer language program SEASSI (\$6000/year) and our SEAn language programs at Cornell. Our detailed proposed budget (Tab 6) includes modest amounts for curriculum development supplies (\$200/year/language, \$600/year for Burmese), language pedagogy workshops and trainings at Cornell (\$500/year), to be co-sponsored by the East and South Asia Programs and the Language Resource Center, as well as \$3000 to support 2 Burmese-language mini-workshops **(AP)**.

We request 8 AY graduate student FLAS, 3 graduate summer FLAS, and 2 UG summer FLAS. One AY and 1 summer graduate FLAS may be designated for a graduate or professional student (especially MAT students at schools of education) enrolled in and receiving credit at an institution outside of Cornell. We request funds (\$1950/year) to intensify our recruiting for FLAS and to raise awareness about SEAn studies across campus by hiring “SEAP

Ambassadors,” students familiar with and active in SEAP, who will serve as “in-reach” assistants making presentations and getting out the word on campus about opportunities related to SEA. SEAP thus plans to leverage FLAS in support of our priority-driven program initiatives.

**Myanmar Initiative:** The bulk of support for the Myanmar Initiative will come from Cornell and the Einaudi Center; we already have commitments in place to fund faculty travel to Myanmar, to host a major conference in fall 2014, and to establish linkages and exchanges by bringing visiting scholars from Myanmar to campus (**IP**). We have successfully applied for and been assigned a Fulbright Language TA from Myanmar, and she, along with a graduate assistant from Myanmar funded by SEAP, will propel the launch of this new initiative. We request NRC funds for three aspects of the initiative that will have an impact beyond Cornell: 1) \$8000 to seed the instruction of Burmese language at Mohawk Valley Community College (MVCC), drawing on the pedagogical support and resources of the Burmese language program at Cornell; 2) \$1224 (in travel) to expand the SEAP Outreach Burma/Karen Project to community colleges, leading to 3) a conference on Equity, Inclusion, and Refugees: The (Increasingly) Global Community College in year 3 (\$1900 including supplies). (**CP1**, letters of support in Appendix 2, Tab 10)

**Community Colleges:** In addition to working with community college partners on relevant parts of the Myanmar Initiative, SEAP requests \$14,632 (total over 4 years) to provide a series of professional development workshops for community college faculty that will enable them to infuse Southeast Asia content into their teaching with confidence (**AP, CP1**). Building on two successful Global Islam workshops for community college faculty in the last grant cycle, SEAP will collaborate with other Cornell NRCs and area studies programs to offer one thematic, international studies workshop each year (\$2000/year). Community College faculty who apply for and receive curriculum development grants (\$1000/year) are central to the success of these

intensive one-day workshops. Participants benefit from the presentations of the grantees, the material presented by SEAP faculty and other area experts/mentors, and the resources SEAP provides. The long-term goal of these workshops is to build toward new or modified community college courses with expanded international, especially Southeast Asia, content. SEAP plans to support faculty who are working in this direction with feedback on syllabi, providing guest speakers, and exploring the creation of collaborative study abroad opportunities. In addition to budgeting for travel expenses for staff and participants, SEAP has proposed funds to make the thematic workshops available through videoconference to faculty at Shorter College, a historically black college (MSI) in Arkansas (AP, CP1).

***Partnerships to Internationalize Teacher Training Programs:*** SEAP seeks \$22,788 (total over 4 years) to build partnerships with SUNY Cortland School of Education, Syracuse University School of Education, Ithaca College's Education Department, and the Education minor at Cornell with the aim of internationalizing teacher training (CP2, letters of support in Appendix 2, Tab 10). Joint activities, co-sponsored by EAP, SAP, and Einaudi will include 1) Internationalizing Teacher Training Faculty Fellows Program (\$1000/years 1-3 for 2 of 6 stipends and \$2000 in year 4 for dissemination); 2) the annual International Studies Summer Institute (ISSI) for in-service and pre-service teachers—one of these highly successful institutes will be held on the campus of Syracuse University (\$3000/year); and 3) the expansion and improvement of the Afterschool Language Program through collaboration with the Cornell Education minor (\$800/year). The capstone of both the collaboration with community colleges and the projects involving teacher training programs will be a conference on internationalization in year 4 that will bring together all of the partners (\$2000 requested) to be cosponsored by all Cornell NRCs. Presentations will allow for the sharing of models and best practices, including an examination

Cornell University Southeast Asia Program



of the midterm impacts of NRC-funded projects and partnerships. Roundtables and discussions will be designed to facilitate brainstorming and to generate new ideas for future collaboration.

To carry out all of this exciting programming and partnership-building, SEAP requests \$125,755 over four years to cover a portion of outreach staff salaries. These funds will pay for 50% of the SEAP Outreach Coordinator salary (a 75% FTE position) who will focus on expanding the Burma/Karen Project, developing SEA community college workshops, and maintaining SEAP's K-12 outreach (with student assistants \$2000/year). We also request \$57,475 for a jointly funded Post-secondary Asia Outreach Coordinator who will manage the three Cornell Asia NRC's newly initiated partnerships with community colleges and education programs. He or she will be hired in fall 2014 and will work in concert with the Einaudi Educational Outreach Coordinator (funded entirely by Cornell), who oversees the ISSI, the Afterschool Language Program, and interfaces with many relevant units on campus.

Finally, to facilitate the inclusion of scholars from institutions in SEA in the core intellectual projects of the program (**IP**), we request \$4500 for five academic conferences as well as \$2000/year for community outreach through performances and festival participation. Our evaluation costs will be kept reasonable (\$6000/year for external evaluator) thanks to greater collaboration with other Cornell NRCs and because of the commitment from the Einaudi Center to fund a data specialist position. A peer review conducted in year four (\$7920) will add deep qualitative data to the evaluation plan outlined in the next section.

**D. Long term Impact** The funds requested in this proposal are aimed at the medium- and long-term impacts on SEAP, Cornell, and SEAn studies nationwide that are pictured in the logic model that SEAP developed with our external evaluator. Improving the quality of SEAn language instruction and assessment (goal 2) is geared at increasing the number of people in the Cornell University Southeast Asia Program

U.S. who are proficient in SEAn languages and able to use these languages in the workplace. Internationalizing the K-16 educational pipeline by partnering with schools and departments of education and community colleges (goal 4) is part of the vital national project of developing global competency and cross-cultural skills. Promoting greater access to and diversity within SEAn studies both through working with Community Colleges (goal 4) and tapping into the diverse undergraduate population on campus (goal 1) should result in more students from low-income and underrepresented groups who become engaged with international studies and pursue higher degrees building area studies expertise. The Myanmar Initiative (goal 3) is designed to make Cornell a national resource for Burma/Myanmar studies and contribute to U.S. strategic and economic interests through greater knowledge and understanding of this country, its peoples, and languages. Cornell students, UG, graduate, and professional students will all benefit from a strengthened and vibrant SEA Program.

## **9. Impact and Evaluation**

**A. Impact on University, Community, Region, Nation, Globe:** SEAP is a leader within the university, offering 119 courses that have reached an average of nearly 2000 students per year, and serving 59 PhD and 9 MA students in 2013. However, SEAP's greatest impact stems from high-level training of SEA area specialists who go on to teach many other students at institutions across the U.S. and the globe. Between 2003 and 2013 76 PhDs and 68 MA degrees were awarded to graduate students focusing on SEA. A large number of these students (39%) went on to teach at post-secondary institutions. SEAP alumni teach at 6 SEA NRCs across the U.S. Many were also placed in business, non-profits, or government jobs in the US and abroad. (Table 9.1)

<b>Table 9.1 SEAP NRC Impact on University, Community, Region, Nation, and Globe</b>			
<b>Enrollments 2010-2014</b>	<b>Undergrad</b>	<b>Grad</b>	<b>Total</b>
Non-Language Courses	5116	2516	7632
Language Courses (All LCTLs)	284	232	516
<b>Degrees Conferred 2003-2013</b>			
Graduate Degrees	68 MA	76 PhD	144 Total
Undergraduate Degrees	29 majors	21 minors	50 total
<b>Placements 2003-2013</b>	<b>US</b>	<b>Abroad</b>	
Post-secondary Education	24 PhD/10 MA	19 PhD/3 MA	
Continuing Study	3 PhD/36 MA		
Business/ For Profit	3 PhD/3 MA	4 PhD	
Non-Governmental Organization	2 PhD/ 4 MA	5 PhD/ 2 MA	
Government	2 MA	4 PhD	
<b>Outreach Activities and Events 2010-2104</b>	<b>Attendance</b>		
SEAP weekly public Brown Bag Lectures	2839		
Community Festivals & Concerts	20693		
After School Language and Culture Program (K-5 Students)	1271		
Classroom visits and presentations	4906		
K-12 Teacher Trainings (In-service & Pre-service Teachers)	1246		
Community College Faculty Workshops	88		
Public Lectures, Symposiums, Conferences, Films	11190	<b>TOTAL</b>	<b>42233</b>
<b>Outreach Resources</b>	<b>Use</b>	<b>Available</b>	
Explorer Boxes/ Curriculum Units	8/year	10 kits/25 lessons	
Outreach Lending Library	75/year	1120 items	
<b>SEAP Publications 2010-2014</b>			
Books & Journal Sold/Distributed	10,765		
Online distribution of <i>Indonesia</i> - JSTOR & MUSE	150,000	(estimated)	
<b>Echols Collection on Southeast Asia</b>			
SEA Visions (Downloads)	480,000/year		
CMIP & SEAP Data Papers (Downloads)	21,541/year		
Interlibrary Loan & Borrow Direct Books Sent	600,000/year	(estimated)	
<b>Media Data 2010-2014</b>			
Media Coverage	32 news articles		
SEAP Website	485,296	unique page views	
Facebook Page and Twitter Feed (Unique Followers)	1317		
SEAP Bulletin and e-bulletin	1200 print/year	2880 downloads	

SEAP serves as a hub for SEAn studies in the Northeast, with 46 affiliated Faculty Associates in Research tapping into SEAP activities and resources. The output of SEAP Publications, in books and the journal *Indonesia*, contributes to the field and the Echols Collection at the library is a vital resource for students and scholars across the region and the nation through the Borrow Direct and Interlibrary Loan programs. SEAP's outreach programs impact the local community as well as the nation, especially through the Burma/Karen project that draws regular inquiries and requests for information and training from across the U.S. SEAP has also raised the media profile of SEAn studies and the SEAP Visibility Project has had success in social media, and through a poster campaign on public buses.

**B. Equal Access** Cornell and SEAP are proactive in ensuring equal access to our programs for students and other participants (Ref. GEPA, Tab 4). Over 19% of undergraduates are underrepresented minorities and SEAP plans to reach these students through greater emphasis on undergraduate programing and collaboration with the Office of Diversity Initiatives, including the McNair Program, to support larger numbers of these students entering graduate studies. SEAP also emphasizes inclusion with regard to disability, covering ASL interpretation for events as requested and training staff on ways to improve accessibility.

**C. Evaluation Plan and Use of Recent Evaluations** SEAP's evaluation plan is part of a larger, on-going initiative to assess internationalization efforts at Cornell University launched by President Skorton in 2012. An international studies and international engagement faculty task force stressed the importance of a) establishing a baseline of knowledge and information, b) evaluating the university's internationalization activities, and c) evaluating students' learning objectives related to internationalization.

Concurrently, our NRC collaborated with other USDE-funded area programs to evaluate our programs and presented the results at the 2013 NRC Conference: Demonstrating the Impact of National Resource Centers. Since Summer 2013, Cornell engaged with its NRC-funded Area Studies Programs to a) review ongoing assessment efforts and analytical tools, b) establish connections with key units responsible for collecting and analyzing data at Cornell, c) use the Cornell Office for Research on Evaluation (CORE) online logic model and evaluation plan building tool known as the Evaluation Netway ([www.evaluationnetway.com](http://www.evaluationnetway.com)) to develop common goals, objectives, and outcomes for the center and its core international programs, d) pool resources with other NRCs at Cornell to contract with an external evaluator. The NRC benefits from evaluation and data collection support at Cornell.

***Evaluation Team:*** Cornell ECIS has approved hiring a part-time data analyst specialist who will be responsible for compiling, analyzing, and monitoring the integrity of institutional data, including NRC-relevant data generated on both our campuses. An external evaluator will be responsible for a) cooperating with the data analyst to assure the supply of information needed to answer project evaluation questions, b) overseeing the refinement of evaluation instruments, and c) preparing the annual report of evaluation results and facilitating mid-course corrections in project implementation or evaluation design.

***Credentials, qualifications and impartial status of evaluator:*** Dr. Margaret A. Johnson holds a Ph.D. in Policy Analysis from Cornell University with a focus in program evaluation. Having worked for several years in the Cornell Office for Research on Evaluation (CORE) developing evaluation capacity building resources, she currently teaches program evaluation at the Cornell Institute for Public Affairs (CIPA). She is also a Senior Consultant in a non-profit evaluation firm, the Finger Lakes Law & Social Policy Center, Inc. based in Ithaca, New York.

***Goals and Objectives:*** We have worked with the external evaluator to develop a comprehensive evaluation plan that addresses the GPRA measures and developed project-specific measures that are tied to four primary goals and objectives delineated in the Performance Measure Forms (PMFs) in Appendix 1 (Tab 9). To help focus the evaluation, project leadership worked with the external evaluator to develop a logic model showing how our project activities are designed to achieve these primary goals and related measurable objectives. This process helped in the formulation of performance measures that will use both quantitative and qualitative data collection methods to capture both shorter-term and longer-term project outcomes, to improve and guide program activities and future endeavors.

***Evaluation Questions and Data Collection:*** Four sets of broad evaluation questions have guided the selection of performance measures in alignment with the NRC priorities, GPRA measures, and our NRC program foci. Project leadership worked with the external evaluator to yield a strategic plan that will collect both qualitative and quantitative data to provide clear evidence about the extent to which the project has achieved its intended measurable outcomes. The foundation for this plan was an activities-to-outcomes logic model developed using the Evaluation Netway. (Ref. Logic Model Chart in Appendix 1, Tab 9) In this model, each activities-to-outcomes sequence (or storyline) shows the logical progression of a specific set of project activities toward one of the four priority project goals, with earlier and later performance measures corresponding to intended shorter and longer term outcomes, respectively. According to the logic of this model, the four main project “storylines” are as follows: To achieve **goal 1)** “Engage a wider, more diverse array of students with SEAn studies,” SEAP will collaborate with the Cornell Office of Academic Diversity Initiatives, develop a faculty presentation series on SEA in dorms, and develop internships and faculty-led study abroad opportunities in SEA.

Performance measures for this goal correspond to the shorter-term outcome of implementing presentations and study abroad opportunities in SEA, and to the longer-term outcome of increased student engagement in SEA-related courses and study abroad opportunities. To achieve **goal 2)** “Improve and expand the instruction of SEAn languages in the U.S.,” SEAP will expand and create standardized assessment tools for the SEAn languages taught at Cornell by sending language teachers to NLRCSEAL workshops, expand SEAn language offerings outside of Cornell, and collaborate on pedagogy and proficiency workshops at Cornell and Wisconsin NLRCSEAL. Performance measures for this goal correspond to the shorter-term outcome of developing language assessment tools, new courses and pedagogy workshops, and to the longer-term outcome of participation and engagement in these new offerings. To achieve **goal 3)** “Expand and strengthen Burma/Myanmar Studies at Cornell will send Cornell faculty to Myanmar to explore research possibilities and build partnerships, bring Burmese scholars and experts to Cornell, offer classes, lectures, conferences, and other opportunities for students and faculty to learn about Myanmar. SEAP will also develop Burma/Karen Project resources. Performance measures for this goal correspond to both the shorter term outcome of building partnerships, bringing in Myanmar scholars and developing outreach materials, and to the longer term outcomes of dissemination of Burma/Karen project outreach materials and participation and engagement in events to learn about Myanmar. To achieve **goal 4)** “Build Partnerships to Internationalize Community Colleges and Teacher Training Programs,” SEAP will offer an “Education in Asia” area studies course in collaboration with the Education Minor, hold professional development workshops for K-12 teachers, pre-service teachers, and community college faculty, institute an “Internationalizing Teacher Training Faculty Fellows” program for Education faculty, and hold a collaborative forum or conference to share internationalization

efforts. Performance measures for this goal correspond to both the shorter-term outcome of building partnerships with community colleges and teacher training programs, and the longer-term outcome of participating teachers delivering internationalized curriculum.

The following section describes evaluation questions and data sources, and is organized by four sets of evaluation questions, each of which relates to one of the four priority goals and its related activities. Evaluation Question 1). Did the project engage a wider, more diverse array of students with SEAn studies? To answer EQ1), the evaluation will obtain data from the following sources: To assess student engagement, it will count attendance at presentations, count participation in study abroad opportunities, and develop short exit interviews for events. The evaluation will also survey undergraduate minority students at Cornell to see how they perceive SEAP, and how the program could better engage them in project-related activities.

Evaluation Question 2). Did the project improve and expand the instruction of SEAn languages? To answer EQ 2), the evaluation will develop and implement a new language teacher survey asking how teachers are using and/or contributing to the development of language proficiency tools, and how tools are affecting their teaching. The evaluation will also track new courses offered through distance learning to other institutions, using data from the Cornell Language Resource Center, and from partner institutions.

Evaluation Question 3) is in two parts, as follows: EQ3a. Did the project expand and strengthen Burma/Myanmar studies at Cornell? and EQ3b. Did the project develop and disseminate Burma/Myanmar resources for community colleges and schools and programs of education? To answer questions 3a) and 3b), the evaluation will gather data from the following sources: To capture evidence on the quantity and quality of new programming, data stored in the IRIS system on attendees at campus events related to Myanmar will be gathered, and match participants to



target audiences. To capture evidence of dissemination of outreach materials, data will be gathered on the number of outreach materials disseminated at different partner institutions, and assess quality of outreach materials using student focus groups at partner institutions. SEAP will also invite a peer review of its program in Year 4.

Evaluation Question 4) is also in two parts, as follows: EQ4a. Did the project build partnerships with community colleges and teacher training programs? and EQ4b. “Did the project result in the internationalization of curricula at community colleges and teacher training programs? To obtain evaluation evidence on questions 4a) and 4b), the evaluation will gather data from the following sources: To obtain evidence on the quality partnerships, the evaluator will develop from the literature on organizational partnerships in foreign language and area studies programs an inventory of partnership quality, and administer it with partner institutions. To obtain evidence on the quality of internationalization of curriculum at partner institution curricula, staff will administer post-workshop surveys, conduct observations of classes where content being infused and compare curriculum to best practices standards. Debriefings will also be conducted with curriculum grant recipients.

**Data Analysis:** The analysis for EQ 1) will track trends in student engagement, analyzing enrollment and student information data from the university registrar to determine whether there has been any shift in demographic makeup of participants toward underrepresented groups. It will also report frequencies and themes from the survey of minority students to develop recommendations to make project-related activities more accessible to minorities. The analysis for EQ 2) will summarize responses to teacher surveys to see whether new language proficiency tools are in use and whether their use is improving teaching. It will also examine enrollee demographics and course evaluation data for courses offered through distance learning.

The analysis for EQs 3a) and 3b) will synthesize evidence on new programming and participation therein with findings from the. The analysis for EQ 4a) and 4b) will compute scores on the partnership quality survey and synthesize data on the quality of internationalization of curriculum from rubric and observation data.

**Reporting:** Evaluation data for the project will be analyzed and reported annually. In the fourth quarter of each project year, the evaluator will meet with project leadership to review and interpret results, and to develop action plans for the upcoming period.

<b>Table 9.2 Evaluation Timeline for SEAP Project Evaluation</b>																
	Year 1				Year 2				Year 3				Year 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Access data sources/develop instruments/train data analyst																
Collect data																
Analyze data & submit annual report																
Meet to interpret & plan use of evaluation results																
Peer review of the project																
Evaluation of the project evaluation																

**Evaluation of the Project Evaluation:** To evaluate the project evaluation, the external evaluator will, at the start of the project period, convene an external advisory board of two to three other professional evaluators, including one with experience evaluating priority language or area studies programs. At the end of project Years 1, 2 and 3, the external evaluator will make a presentation to the evaluation External Advisory Board (EAB) on evaluation activities and results for that year. The EAB will then provide a written response with recommendations for improving the project evaluation in the upcoming year. This report will be shared with the NRC along with the external evaluator's plans for addressing EAB recommendations.

**D. E. & F. Meeting National Needs:** SEAP meets national needs by training specialists in critical priority languages, taught at only a handful of institutions, and an area of the world that is a vital part of the U.S. pivot to Asia. All students trained by SEAP have benefited directly and indirectly from NRC and FLAS funding. As our record of graduate placement (Table 9.1) shows, many of them are placed in areas of national need: over 39% of recent alumni teach at postsecondary institutions in the U.S. and abroad, including military academies; 7% work in the business sector; 9% for non-profits and NGOs, and 4% work for the government agencies. When awarding FLAS fellowships, preference has been given to students in professional schools and to those intending to work in government or will have an impact on spheres outside of academia.

## **10. FLAS Selection Procedures**

**A. Competition Announcement:** SEAP works collaboratively with other Cornell NRCs to advertise and recruit a broad range of applicants for FLAS fellowships. FLAS is spotlighted at orientation fairs, including the annual Language and International Studies Fair held at the Einaudi Center and attended by all SEAn language lecturers. In October, announcements and due dates are posted in the graduate school newsletter and website, through the Office of Sponsored Programs, and on numerous websites including SEAP, Einaudi, Asian Studies and many Departments and Colleges. A poster campaign and notices on the electronic monitors of many building lobbies provides broad coverage, while messages via numerous listservs reach targeted audiences. Letters to over 100 departments on campus, encourage them to identify potential applicants. A campus-wide FLAS information session is held in mid-November, when the online applications open through the Einaudi website. Starting in fall 2014, SEAP will work closely with the Office of Diversity Initiatives and the Graduate School to promote FLAS to traditionally underrepresented students on campus (**FCPI**). UG summer FLAS awards and a new SEAP

summer language fellowship will be given special marketing to encourage undergraduates to begin language study in advance to be eligible.

**B. Application Procedure and Selection Criteria:** The online FLAS application, created collaboratively by Cornell NRCs in the past cycle, begins with a full overview of USDE eligibility criteria, requirements, and due dates. Applicants complete the online form, including information on academic background, linguistic capability, and a statement of purpose outlining the necessity of language training in the proposed program of study. They submit transcripts and three letters of recommendation. All FLAS awards are given to students studying one of the six priority languages offered by SEAP (**FCP2**). Selection of applicants is made based on grades, recommendations, academic promise, feasibility, and seriousness of intent. After the initial ranking of applicants based on merit, financial need will be taken into consideration based on information supplied by applicants (**FCP1**). For UGs applying for summer FLAS we will work with the FASFA form system and the Cornell Office of Financial Aid. For graduate students we will have the students report on their student loan burden, working with the Graduate School. After merit and financial need are considered, preference will also be given to students in historically underrepresented groups, professional schools, sciences, and to those intending to work in government service.

SEAP core faculty and language lecturers serve as the selection committee, reviewing and rating all FLAS applicants through the online application-review system. After the early February due date, faculty have several weeks to review and rate candidates from 1 (outstanding) to 5 (unacceptable) based on merit. Ratings are averaged and candidates ranked for discussion at a faculty meeting in March, where financial need and diversity will be considered in the final

### **Competitive Priority 1: Collaboration with Community Colleges and Minority-serving**

**Institutions:** SEAP is excited to embark on partnerships with three community colleges:

Mohawk Valley Community College (MVCC), Tompkins Cortland Community College (TC3), and Onondaga Community College (OCC). All three Cornell Asia NRCs have been part of the process of initiating these partnerships and systematic joint collaboration will ensure greater sustainability and impact. Preliminary discussions are underway with other potential community college partners including Cayuga, Corning, Monroe, Orange. We have also initiated planning with Shorter College in Arkansas, a historically black college that is eager to internationalize.

By providing high quality SEA content and aligning with the intellectual projects of our faculty, SEAP has already been able to draw a committed cohort of community college faculty into curriculum development workshops on Indonesia (co-sponsored by AIFIS). We will expand on these area-specific curriculum workshops by focusing on Cambodia in year 1 (in partnership with CKS) and then rotating through Indonesia and/or other SEA-specific topics. Several faculty members from TC3 are already involved in the planning for the Cambodia workshop, with one planning to travel to Cambodia in winter 2015 to shadow Prof. Mertha's study abroad course. SEAP's collaboration with community colleges will also address the teaching of priority SEAn languages. SEAP plans to seed the instruction of Burmese language at MVCC, in Utica, NY. The part-time instructor for advanced Burmese at Cornell in 2013-4 lives in Utica and is eager to work with Cornell to launch this non-credit community-focused initiative. With NRC funding, SEAP will support course development and pedagogy training, distance learning collaboration and access to language resources including textbooks and other curricular materials. We will also explore a connection with Middlesex Community College in Bedford, MA to provide pedagogical and curricular support for their Khmer language classes.

## **Competitive Priority 2: Partnerships with Schools of Education and Teacher Training**

**Programs** SEAP and the Asia NRCs at Cornell have actively begun building partnerships with SUNY Cortland School of Education, Syracuse University School of Education, Ithaca College's Education Department, and the Education Minor at Cornell. Through CERIS, the CU international studies outreach group, SEAP will collaborate with these education programs to systematically reach pre-service teachers and to begin to institutionalize our connections with teacher training programs. At least one of the annual International Studies Summer Institutes (ISSI) will be held at Syracuse University's School of Education, attracting new K-12 teacher participants from Syracuse and surrounding school districts and an unreached pool of pre-service teachers and the faculty who mentor them. In the last NRC cycle this institute has grown to over 60 teachers and now has a waiting list each year. SEAP and CERIS will also work with Cornell's education minor to provide greater pedagogical support and assessment for the Afterschool Language Program, with some student language instructors taking a simultaneous teaching methods course. We will also explore working with our partners to expand this program to introduce elementary students to the excitement and cultural riches of foreign-language learning.

Internationalizing schools and departments of education is a special challenge due to the curricular constraints they face in meeting government mandates and standards for teacher training. Education faculty are in the strongest position to identify openings and opportunities ripe for internationalization. We have designed the "Internationalizing Teacher Training Faculty Fellows Program" to spur innovation by faculty and provide resources and support network for them to carry out internationalization projects. With guidance from an advisory board made up of education faculty already engaged in international work, the 3 Asia NRCs at Cornell will solicit applications for two faculty fellows from each of our partnering institutions. By the end of

year 1 the fellows will be selected and receive the first of three installments of a \$1500 stipend. They will meet in rotation at each campus at least twice each semester to support one another in the development and implementation of projects that could range from the creation of an education-focused study abroad opportunity to infusing diversity curriculum with area studies content. One partner institution has already expressed an interest in creating an "International Teaching Track" to prepare students to teach in other countries. We will seek Cornell funding to involve faculty from the Field of Education. SEAP and other area programs will facilitate these regular meetings, provide links to area expertise, and ensure that projects stay on track to present and disseminate in year 4 both on the web and at the conference on "Internationalization in the Post-Secondary Education Pipeline: Impact and Sustainability."

**NRC Invitational Priority: Linkages with Institutions in SEA** (Ref. pp.5-6) SEAP and Cornell have key linkages with educational institutions in many countries in Southeast Asia. We propose to build and expand these linkages, particularly in Myanmar and in Cambodia, where we will pilot a faculty-led study abroad program in year 1.

**FLAS Competitive Priority 1: Financial Need of Applicants** (Ref. p.46) SEAP plans to take demonstrated financial need (as indicated by expected family income) into account when making FLAS awards. Academic achievement and other measures of merit will be part of the initial ranking of students, with financial need taken into account next, in the determination of awards.

**FLAS Competitive Priority 2: Priority Languages** 100% of SEAP's FLAS awards will be to students studying priority LCTLs as defined by the U.S. Department of Education.

**FLAS Invitational Priority: Southeast Asian Languages** SEAP's FLAS awards will all be used for the study of six Southeast Asian Languages at four levels. At Cornell these include: Burmese, Indonesian, Khmer, Tagalog, Thai, and Vietnamese.

# NRC Performance Measure Form (PMF)

**Figure 1: PMF for Cornell Southeast Asia Program, Goal 1**

1. Project Goal Statement: <u>Engage a wider, more diverse array of students with Southeast Asian Studies.</u>	
2. Performance Measures	3. Activities
A) By the end of Year 2, 200 undergraduates become aware of SEAP and opportunities in Southeast Asia.	A1. Collaborate with the Office of Academic Diversity Initiatives.  A2. Develop a faculty presentation series on Southeast Asia in dorms/connected to residential life.  A3. Develop internships in and faculty led study abroad courses/trips to Southeast Asia..
B) By the end of Year 4, 400 students become aware of SEAP and opportunities in Southeast Asia.	
C) By the end of Year 4, number of undergraduates enrolled in Southeast Asia Program courses and study abroad program increases by 8%.	
D) By year 2, 5 Internship opportunities and 1 new faculty-led study abroad course in Southeast Asia available to students.	
E) By year 4, 10 internship opportunities and 2 new study abroad courses.	



## NRC Performance Measure Form (PMF)

**Figure 2: PMF for Cornell Southeast Asia Program, Goal 2**

1. Project Goal Statement: <u>Improve and expand the instruction of SEAsian languages in the U.S.</u>	
2. Performance Measures	3. Activities
<p>A) By the end of Year 3, 2 SEAP languages teachers go to the University of Wisconsin to develop and validate 2 Oral Proficiency Interview (OPI) tools (for Thai and Vietnamese).</p> <p>B) By the end of Year 4, 2 more SEAP teachers go to the University of Wisconsin to develop and validate 2 more OPI tools (for Khmer and Burmese).</p>	<p>A1. Expand and create standardized assessment tools for the Southeast Asian languages taught at Cornell by sending language teachers to NLRCSAL (National Language Resource Center for Southeast Asian Languages) workshops.</p>
<p>PM C) By Year 2 Burmese language courses offered outside Cornell at 1 community college with pedagogical and resource support from SEAP.</p>	<p>A2. Expand Southeast Asian language offerings outside of Cornell.</p>
<p>PM D) By the end of Year 1, 100% of SEAP language teachers (6 teachers) participate in at least 1 workshop on proficiency standards.</p> <p>PM E) By the end of Year 4, 100% of SEAP language teachers participate in Materials Development or Distance Learning workshop.</p>	<p>A3. Collaborate on pedagogy workshops at Cornell and Wisconsin NLRCSAL.</p>

## NRC Performance Measure Form (PMF)

**Figure 3: PMF for Southeast Asia Program, Goal 3**

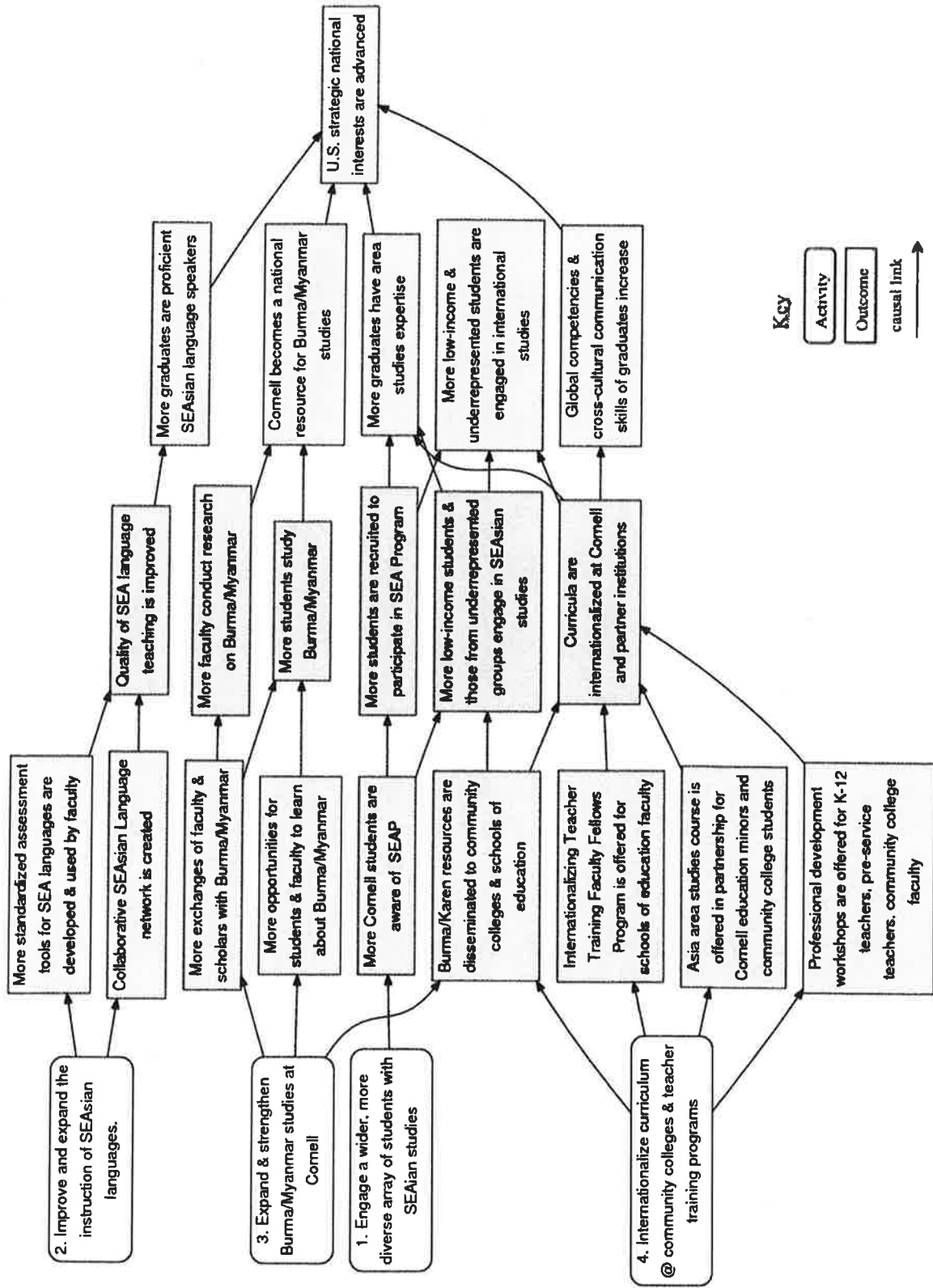
1. Project Goal Statement: <u>Expand and strengthen Burma/Myanmar Studies at Cornell.</u>	
2. Performance Measures	3. Activities
A) By the end of Year 2, 2 partnerships established with 2 educational institutions and 2 NGOs in Myanmar.  B) By the end of Year 4, 4 exchanges of faculty/scholars.	A1. Send Cornell faculty to Myanmar to explore research possibilities and build partnerships;  A2. Bring Burmese scholars and experts to Cornell.
C) By the end of Year 1, 3 events/opportunities for learning about Myanmar.  D) In Years 2-4, 6 events/opportunities per year.	A3. Offer classes, lectures, conferences, and other opportunities for students and faculty to learn about Myanmar.
E) By the end of Year 2, develop 3 kinds of resources.  F) By the end of Year 4 disseminate resources to 4 community college partners and 2 education program partners.	A4. Develop Burma/Karen Project resources (videos, webpages, presentations, guides, lesson plans, handbooks) appropriate for Community Colleges and schools of education and disseminate at collaborative conferences in Years 3 and 4.

## NRC Performance Measure Form (PMF)

**Figure 4: PMF for Cornell Southeast Asia Program, Goal 4**

1. Project Goal Statement: <u>Build Partnerships to Internationalize Community Colleges and Teacher Training Programs.</u>	
2. Performance Measures	3. Activities
A) By the end of Year 2, 3 Asia programs at Cornell collaborate to develop and teach a new 1-credit course.	A1. "Education in Asia" course offered at Cornell in collaboration with Education Minor and through video conference to partner school of education and/or community college.
B) By the end of Year 3, 1 partner institution participates remotely via distance learning.	
C) By the end of Year 4, 10% of participating teachers/ partner faculty develop, get support or resources from NRCs, and implement internationalized curriculum (new courses, content, lesson plans, etc.).	A2. Hold professional development workshops for K-12 teachers, pre-service teachers, community college faculty and institute Internationalizing Teacher Training Faculty Fellows Program for Education faculty.
D) By the end of Year 4, 40 faculty and administrators from 4 community college and 4 education programs participate in conference/forum on internationalizing education.	A3. Hold collaborative conference/forum to share internationalization efforts and examine impact of partnerships.

# Activities-to-Outcomes Logic Model of Cornell SEAP 2014-2018 Project





Cornell University

Fredrik Logevall  
Vice Provost for International Affairs  
115 Day Hall  
Ithaca, New York, USA 14853-2801  
t. 607.255.0157  
f. 607-254-8325  
FL57@cornell.edu

## MEMORANDUM

To: Office of Postsecondary Education, Department of Education

From: Fredrik Logevall, Vice Provost for International Affairs and Director of the Mario Einaudi Center for International Studies 

Cc: Anne M. Blackburn, Director South Asia Program; Abby Cohn, Director Southeast Asia Program; and Hirokazu Miyazaki, Director East Asia Program

Date: June 18, 2014

Subject: Support for Asian studies programs applications

As Vice Provost for International Affairs and Director of the Mario Einaudi Center for International Studies it is my sincere pleasure to write this memo in support of Title VI proposals to the U.S. Department of Education by Cornell's three Asian studies programs, i.e., East Asia Program, the South Asia Program, and Southeast Asia Program.

Cornell launched an internationalization initiative in 2012 when President David Skorton issued a White Paper "Bringing Cornell to the World and the World to Cornell." Consequently, a task force developed an actionable, focused plan to enhance Cornell's excellence in international studies and international engagement. There is broad consensus that only if we excel in international teaching, research, and engagement can we prepare our students – and by extension the university as a whole – to flourish in this increasingly interdependent world. Cornell's internationalization goal is to become a truly international university by educating globally competent and culturally sensitive students, by fostering cutting-edge research within and across national boundaries, and, by engaging in development activities and public services to enhance the lives and livelihoods of our students and others around the world.

Cornell's area studies programs, particularly the East Asia Program, the South Asia Program, and Southeast Asia Program, are broadly recognized for their excellence on campus and beyond. They have significantly contributed to Cornell's international achievements in the past and are playing an essential role in implementing critical components of Cornell's internationalization plan in the future. Over the last year,

several strategic meetings took place to clarify roles and responsibilities, streamline our organization and administration around international studies, value evaluation as a key management tool, and identify those areas where joint approaches could increase the effectiveness, efficiency, and sustainability of our core international programs and the Center for International Studies. Significant efforts were made to mobilize additional university resources to institutionalize past initiatives and new resources will be made available to support the exciting initiatives that are described in their proposals.

During this NRC/FLAS cycle, the Asian studies programs jointly developed and implemented a very successful outreach program. Going forward, the collaboration among the Asian studies programs will be significantly broadened to include outreach and programming activities. At the same time, strategic partnerships are being developed with a series of Schools of Education and Community Colleges in Upstate New York who teach diverse and historically underserved populations of students. I am very pleased to inform you that the three Asia Programs received letters in support of strengthening and building new partnerships with TC3-Tompkins Cortland Community College, Onondaga Community College, and the Mohawk Valley Community College to internationalize their campuses. Also, letters in support of creating and sustaining partnerships with schools of education or education programs in our region to internationalize the curriculum in education were received from Ithaca College, Syracuse University, State University of New York Cortland, as well as from the Education Minor program at Cornell University. I am particularly looking forward to the jointly planned Upstate New York internationalization symposium during the coming grant cycle that will bring the different partner organizations together to learn from each other's experiences in offering meaningful international experiences for our students.

These new initiatives described in detail in the three Cornell NRC/FLAS proposals promise to significantly increase the impact of our international programs at and particularly beyond Cornell. The NRC and FLAS support will play a critical role in providing the necessary start-up funding to develop sustainable and mutual beneficial regional higher education partnerships. This will increase our capacity to produce experts in less commonly taught languages and area studies who are capable of contributing to the needs of U.S. government, academic, and business institutions.



1101 Sherman Drive  
Utica, New York 13501-5394  
www.mvcc.edu

Vice President for Learning and Academic Affairs  
315-792-5301  
Fax 315-792-5697

June 20, 2014

Dr. Abigail C. Cohn  
Director, Southeast Asia Program  
180 Uris Hall  
Cornell University  
Ithaca, NY 14850

Dear Dr. Cohn:

I am pleased to be writing in support of your proposal to the U.S. Department of Education to receive the distinction as a Title VI National Resource Center. We look forward to collaborating with the Cornell Southeast Asia Program (SEAP), the South Asia Consortium at Cornell and Syracuse (SAP/SAC), and the East Asia Program (EAP), as well as the Mario Einaudi Center for International Studies (ECIS) on their outreach efforts to internationalize the education curriculum for community college students.

Mohawk Valley Community College is committed to raising student awareness of the increasingly diverse, globalized environment. Our mission is to promote student success and community involvement through a commitment to excellence and a spirit of service. MVCC is the largest college between Albany and Syracuse, enrolling approximately 7,400 students. Each year about one-third of Oneida County's graduating high school seniors attend MVCC, as well as about 1,800 adult students. MVCC students hail from counties in every part of New York State, from states across the country, and from nations around the world.

We anticipate collaborating in the following ways:

- MVCC will encourage faculty participation in thematic and area-specific professional development workshops given by the SEAP or other programs in collaboration with CERIS (Cornell Educational Resources for International Studies). MVCC faculty will receive priority consideration for a variety of curriculum development grants to add greater international content to their teaching.
- MVCC's Center for Corporate and Community Education will work with SEAP to pilot Burmese language instruction on a non-credit basis, with SEAP providing support and funding for course development, pedagogical training, and instructional materials.

Under the supervision of the State University of New York and sponsored by Oneida County



1101 Sherman Drive  
Utica, New York 13501-5394  
www.mvcc.edu

Vice President for Learning and Academic Affairs  
315-792-5301  
Fax 315-792-5697

- MVCC, SEAP, and SAP/SAC will jointly organize a conference on "Equity, Inclusion, and Refugees: The (Increasingly) Global Community College," most likely to be held in year 3 of the NRC grant on the MVCC campus in Utica. SEAP expects to support and collaborate on internationalization with reference to refugee populations from Southeast Asia and Burma in particular.
- MVCC will help plan and participate in a conference of two- and four-year colleges on "Internationalization in the Post-Secondary Education Pipeline: Impact and Sustainability" to be held in year 4 of the proposed NRC project activities.
- MVCC faculty will be encouraged to seek and welcome guest lecturers from Cornell and Syracuse University, including faculty, visiting scholars, and high-level graduate students. Some guest lectures maybe available online, such as those in the series "Issues in Contemporary China" or as part of a "Modern South Asia" course.
- MVCC will also explore with the three Asia programs the possibility of connecting MVCC courses to study abroad opportunities in Asia.

We look forward to this opportunity to build a partnership that will enhance internationalization efforts at all of the involved institutions.

Very truly yours,

A handwritten signature in cursive script, appearing to read "Maryrose Eannace".

Maryrose Eannace, Ph.D.  
Vice President for Learning and Academic Affairs  
Mohawk Valley Community College  
1101 Sherman Drive  
Utica, New York 13501  
(315) 792-5301





Dr. Abby Cohn  
Director, Southeast Asia Program  
180 Uris Hall  
Cornell University  
Ithaca, NY 14853

June 11, 2014

Dear Dr. Cohn,

I am writing to express my enthusiastic support of your proposal to the U.S. Department of Education to receive the distinction as a Title VI National Resource Center. We look forward to collaborating with the South Asia Programs at Cornell and Syracuse, the Southeast Asia Program (SEAP) at Cornell and East Asia Program (EAP) at Cornell, as well as the Mario Einaudi Center for International Studies (ECIS) on their outreach efforts to internationalize the education curriculum for community college students.

TC3's mission includes our commitment to prepare "...our students and ourselves for citizenship in a global society." In particular, our Global Initiatives Council communicates and promotes the benefits of globalization through advocacy and support of both current and new international initiatives within the college and within the wider community. Supporting this infusion of global awareness and the benefits of having that global awareness into the TC3 culture AND curriculum continues to be a purposeful action item each academic year.

We anticipate collaborating in the following ways:

*Courses within TC3 Curriculum:*

1. TC3 might explore with the Cornell-Syracuse South Asia NRC the possible introduction of a Modern South Asia-related course into the TC3 curriculum via a combination of in-person and DL modalities. Guest speaker expertise would be provided by Cornell and Syracuse faculty and advanced graduate students.
2. TC3 will work with the three Asia Programs at Cornell to create a Modern Asia-related Course at TC3. Cornell's Asia Programs will provide faculty and advanced graduate student expertise in the TC3 classroom to supplement TC3 faculty strengths. TC3 faculty would handle the course development and credit-granting arrangements, and provide the coordinating on-campus instructor.

*Courses in CU Curriculum:*

1. TC3 students will be invited to attend in person at Cornell or via DL a new 1-credit Cornell Contemporary China Seminar Series, with access to the assigned readings. TC3 faculty would handle the course development and credit-granting arrangements, and provide the coordinating on-campus instructor/administrator. TC3 students would be included in the Q&A periods.
2. TC3 students will be invited to attend in person or via DL a new 1-credit Cornell Education in Asia course, with access to the assigned readings. TC3 faculty would handle the course development and credit-granting arrangements, and provide the coordinating on-campus instructor/administrator.

P.O. Box 139 | 170 North Street | Dryden, NY 13053-0139  
Phone: 607.844.8211 | Toll-Free: 888.567.8211 | Fax: 607.844.9665 | [www.TC3.edu](http://www.TC3.edu)

A COLLEGE of THE STATE UNIVERSITY of NEW YORK | Tompkins Cortland Community College is an Equal Opportunity Employer/Educator

***Faculty Development:***

1. Region-specific professional development workshops for TC3 (and other community college) faculty coordinated by individual Area Studies Programs. This would include the Fall 2014 Southeast Asia Program-run seminar for community college faculty as preparation/foundation for the January Cambodia course.
2. CERIS (Cornell Educational Resources for International Studies)-run thematic faculty development workshops.
3. A TC3 faculty member curriculum development trip to a South Asian location will be funded (travel costs plus a bit extra) by the Cornell-Syracuse NRC in 2 of the 4 grant years. Further discussion would be needed to identify which locations would be viable for this and the modality for selecting the faculty member.
4. TC3 faculty will be involved in a collaborative regional conference to share internationalization efforts, as well as other relevant faculty development conferences coordinated by the three Asia Programs in conjunction with CERIS and the Mario Einaudi Center for International Studies at Cornell.
5. TC3 faculty would receive priority consideration for EAP and SEAP faculty development grants, and for SEAP mentorship of faculty seeking to internationalize their curriculum, including through Fulbright GPA applications.

***Study Abroad:***

1. January 2015 SEAP-run course to Cambodia to include a TC3 faculty member and possibly some TC3 students.
2. TC3 will explore with all three Asia Programs the possibility of connecting existing TC3 courses to study abroad opportunities in Asia.

***Other:***

1. Cornell-Syracuse South Asia NRC and EAP, SEAP and CERIS will work with TC3 to enhance publicity and coordination of Asia-related events and visitors of interest to TC3 faculty and students.
2. SEAP expects to continue to support/collaborate on internationalization with reference to refugee student populations.
3. CERIS could provide volunteer/service learning/internship opportunities for TC3 international students to participate in the CERIS Afterschool Language and Culture Program by teaching or co-teaching their native languages in local afterschool programs.

We embrace this opportunity to more closely interact with our colleagues at Cornell to better understand how we can serve the needs of our students collaboratively and globally.

Sincerely,



Carl M. Penziul

Dean of Instruction

[cmp@tc3.edu](mailto:cmp@tc3.edu)

(607) 844-8211 x4410



A College of the State University of New York

June 9, 2014

1585 West Seneca Turnpike Syracuse, New York 13215-4583  
(315) 498-2622 www.sunyocc.edu

Dr. Abby Cohn  
Director, Southeast Asia Program  
Cornell University  
Ithaca, New York 14853

Dear Dr. Cohn:

I am pleased to be writing in support of your proposal to the U.S. Department of Education to receive the distinction as a Title VI National Resource Center. We look forward to collaborating with the East Asia Program (EAP), Southeast Asia Program (SEAP) and South Asia Consortium, as well as the Mario Einaudi Center for International Studies (ECIS) on their outreach efforts to internationalize the education curriculum for community college students.

As you are aware, the mission of Onondaga Community College is to make *high quality educational programs and services accessible to our diverse citizenry, empowering individuals to explore and discover their inherent potential and to transform themselves to live, work and thrive in our global community.* We have made great strides in the internationalization our campus. At present, we have students enrolled who are representative of more than 50 countries. Over the years, we have looked forward to taking our students, many who are American-born, to places like Guatemala, Spain, Greece, England and other locations abroad. Our motto is to create opportunities whereby students *explore their interests, discover their talents, and transform their lives through education.* We believe that a partnership with the above programs will further enhance our ability to achieve our mission and expose our students as well as faculty to other areas of the world.

Specifically, we anticipate collaborating in the following ways:

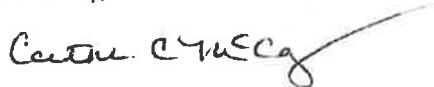
- OCC will encourage its students to take advantage of the new Syracuse course "Introduction to Modern South Asia" and the South Asia language course "Beginning Hindi 101 and 102," part of the Cornell-Syracuse South Asia Consortium NRC proposal. These courses will be made available either on our campus, online, a combination of both, or by interactive video for students external to Syracuse University. Onondaga Community College students will be

charged OCC tuition. Onondaga Community College faculty would be paid for any guest lectures they give in a South Asia course that the Cornell-Syracuse consortium helped to develop.

- OCC will encourage its students to take advantage of a one-credit "Issues in Contemporary China" course, offered at Cornell on site and made available to community college students online.
- OCC and the Cornell-Syracuse South Asia Consortium aim to develop a Study Abroad course for OCC students, using the Modern South Asia course as a prerequisite.
- OCC will encourage and support Onondaga Community College faculty participation in thematic and regional professional development workshops given by the South Asia Consortium in collaboration with CERIS (Cornell Educational Resources for International Studies) activities for community college faculty.
- OCC will collaborate on a conference of two- and four-year colleges on "Internationalizing the Campus and Curriculum," most likely in Year 4 of the proposed NRC project activities.
- OCC faculty will be encouraged to seek and welcome guest lecturers, either those visiting Cornell or Syracuse or their high-level graduate students.
- The Cornell-Syracuse South Asia Consortium NRC South Asia group will offer \$3000 twice during the 4-year grant cycle for OCC faculty development trips to South Asia.

We really look forward to working with you in the near future.

Sincerely,



Cathleen C. McColgin, Ph.D.  
Provost & Senior Vice President

June 13, 2014

Dr. Abby Cohn  
Southeast Asia Program  
180 Uris Hall  
Cornell University  
Ithaca, NY 14853

Dear Dr. Cohn,

I am pleased to be writing in support of your proposal to the U.S. Department of Education to receive the distinction as a Title VI National Resource Center. We look forward to collaborating with Cornell University's South Asia Program (in a consortium with the South Asia Center), Southeast Asia Program and East Asia Program, as well as the Mario Einaudi Center for International Studies on their outreach efforts to internationalize the education curriculum for pre-service teachers.

SUNY Cortland's mission statement describes the College as "an academic community dedicated to diverse learning experiences. Students grow as engaged citizens with a strong social conscience fostered by outstanding teaching, scholarship, and service." We hold central to this mission the promotion of transformative education, including through internationalization initiatives both abroad and on campus which provides all students with opportunities to develop their global competence.

SUNY Cortland has a long history of internationalization and engagement with Asia, having established our formal study abroad in China in 1963. The College currently offers one of the largest portfolios of education abroad programs in the SUNY system, with over 20 exchange partnerships, a growing number of faculty-led programs, and internship and student teaching opportunities.

Recognizing the importance of providing all students opportunities on campus to deepen their understanding of global affairs and other cultures, the College has undertaken a number of initiatives to internationalize the curriculum across disciplines. The American Council on Education (ACE), for example, recently recognized SUNY Cortland as one of only three educational institutions nationwide for our work connecting our students with people and perspectives in classes around the world through collaborative online international learning (COIL) courses. Similarly, as a founding partner of SUNY's Global Workforce Project, the College has been instrumental in the creation of curricular tools to help internationalize college courses ranging from geography to sport management to teacher education.

The College, which offers the largest certified teacher education program in New York State and one of the largest on the East Coast, is particularly committed to the preparation of the next generation of educators to teach in a globalized world. Pre-service teachers, for example, have the option to satisfy one of their required student teaching placements in Australia, participate in a teaching practicum in +

Thailand, or collaborate with school teachers in Belize. We look forward to further expanding and strengthening these initiatives through the collaboration of our two institutions.

Based on the fruitful discussions we have already had with your colleagues, we anticipate collaborating on the following activities:

- Collaborate with CERIS and the Asia Programs to provide professional development workshops on global competency for SUNY Cortland's pre-service teachers.
- Collaborate on a conference of two and four year colleges on "Internationalizing the Campus."
- Encourage our students to take advantage of the new Cornell course "Education in Asia" which will be made available online for students external to Cornell.
- Encourage and support our faculty participation in the proposed "Internationalizing Teacher Training Faculty Fellows Program" as advisory board members and as fellows.
- Encourage knowledge on careers in teaching abroad by inviting a panel of faculty and students who have had the experience of teaching abroad to speak to our Education students.
- Share ideas and resources on the initiative to create an "International Education" track.
- Exchange information on events taking place on both campuses, and encourage more interaction between the international centers and programs at both universities.

We very much look forward to pursuing these ideas and sharing resources with your Program, and with the Mario Einaudi Center for International Studies.

Sincerely,



Mark J. Prus, Ph.D.  
Provost and Vice President for Academic Affairs



SYRACUSE UNIVERSITY

## SCHOOL OF EDUCATION

230 Huntington Hall  
Syracuse NY 13244  
315-443-4751  
<http://soe.syr.edu>

June 15, 2014

Dr. Abby Cohn  
Director, Southeast Asia Program  
180 Uris Hall  
Cornell University  
Ithaca, NY 14853

Dear Dr. Cohn,

I am pleased to be writing in support of your proposal to the U.S. Department of Education to receive the distinction as a Title VI National Resource Center. We look forward to collaborating with the South Asia Program at Cornell in a consortium with the South Asia Center at Syracuse University, and the Southeast Asia Program, and East Asia Program at Cornell, as well as the Mario Einaudi Center for International Studies on their outreach efforts to internationalize the education curriculum for education students.

We anticipate collaborating on the following activities:

- Collaborate with the education outreach group Cornell Educational Resources for International Studies, and the Asia Programs to provide professional development workshops on global competency for Syracuse University's pre-service teachers.
- Collaboration on a conference of two and four year colleges on "Internationalizing the Campus"
- Encourage our students to take advantage of the new Cornell course "Education in Asia" which will be made available online for students external to Cornell.
- Encourage and support our faculty participation in the proposed "Internationalizing Teacher Training Faculty Fellows Program" as advisory board members and as fellows.
- Exchange information on events taking place on both campuses, and encouraging more interaction between the international centers and programs at both universities.
- Possible study abroad programs through Syracuse University's Exercise Science and Teacher Education, possibly in conjunction with Onondaga Community College.
- Introducing NRC resources to education classes and the Syracuse University Study Council creating advising tracks on Asia more broadly for use in guiding students working with Solvay School system in faculty development



SYRACUSE UNIVERSITY

## SCHOOL OF EDUCATION

230 Huntington Hall

Syracuse NY 13244

315-443-4751

<http://soe.syr.edu>

We look forward to collaborating with the Asia programs and wish you all the best in securing funding.

Sincerely,

Joanna O. Masingila, Interim Dean

Laura J. and L. Douglas Meredith Professor  
Professor

Mathematics & Mathematics Education

[jomasing@syr.edu](mailto:jomasing@syr.edu)





# ITHACA COLLEGE

Department of Education

June 19, 2014

Dr. Abby Cohn, Director  
Southeast Asia Program  
Cornell University  
180 Uris Hall  
Ithaca NY 14853

Dear Dr. Cohn:

We understand that you are submitting a proposal to the U.S. Department of Education to receive the distinction of a Title VI National Resource Center. We want to acknowledge the rich history of collaboration Ithaca College's teacher education faculty and candidates have enjoyed with the East Asia Program, the Southeast Asia Program, the East Asia Program, and the Mario Einaudi Center for International Studies. These programs have enriched our efforts to internationalize the education curriculum for pre-service teachers, and we look forward to continued work together.

Our teacher candidates regularly access the resources of the Einaudi Center, attend workshops that enrich their understandings, and borrow artifacts to use in their classroom teaching. In addition, our collaborations with the Southeast Asia Program have included holding a successful Refugee Educators and Administrators' Summit for teachers, faculty, social workers, administrators, and others from our region of New York. We also recognize the active and committed participation of your faculty members in the Karen Burmese American Advocates (KBAA) and in the KBAA's collaborative activities within the local Ithaca community.

We are grateful for the partnerships we already have and look forward to engaging in continued collaborations (e.g., professional development workshops, conferences, advisory boards, educational resource development) in the future. Our work to date has strengthened the international focus of our preservice teacher education curricula and has helped enrich our faculty and community. We look forward to continuing our partnerships.

Sincerely,

Jeane Copenhaver-Johnson,  
Associate Professor and Chair  
Department of Education



Cornell University  
College of Agriculture  
and Life Sciences

Bryan Duff, Ph.D.  
Director, Minor in Education  
108 Plant Science Bldg.  
(607)255-8663  
bpd38@cornell.edu

June 7, 2014

Dr. Abby Cohn  
Director, Southeast Asia Program  
Cornell University

Dear Dr. Cohn:

On behalf of Cornell's undergraduate Minor in Education, I am pleased to support your proposal to the U.S. Department of Education to be a Title VI National Resource Center. I look forward to collaborating with the East Asia, South Asia, and Southeast Asia Programs, as well as the Mario Einaudi Center for International Studies. Specifically, I am committed to working with these organizations to increase Cornell students' interest in and understanding of how to incorporate intercultural awareness in outreach and education for K-12 audiences.

The Minor in Education anticipates collaborating in the following ways:

- Support the CERIS afterschool language and culture program by
  - (a) reserving seats in the 4-credit course EDUC 4040 for program participants;
  - (b) adding a language offering to the afterschool program that constitutes the fieldwork for the course.

EDUC 4040 will support international students in developing the lesson-design and pedagogical skills needed to maximize their effectiveness as teachers.

- Include the newly created "Education in Asia" course as an approved elective for the minor. The three Asia area programs at Cornell are collaborating to offer a one-credit course comprising weekly topical lectures by faculty in the three programs, as well as one outside guest lecturer for each area program.

I believe that this partnership will be a win-win for the Minor in Education and the Asia programs. The Minor, currently constrained by very limited resources, will diversify its curriculum and attract more students. The Asia programs will gain an academic "home" and educational expertise to support its already impressive outreach efforts.

Sincerely,

A handwritten signature in cursive script that reads "Bryan Duff".

Bryan Duff

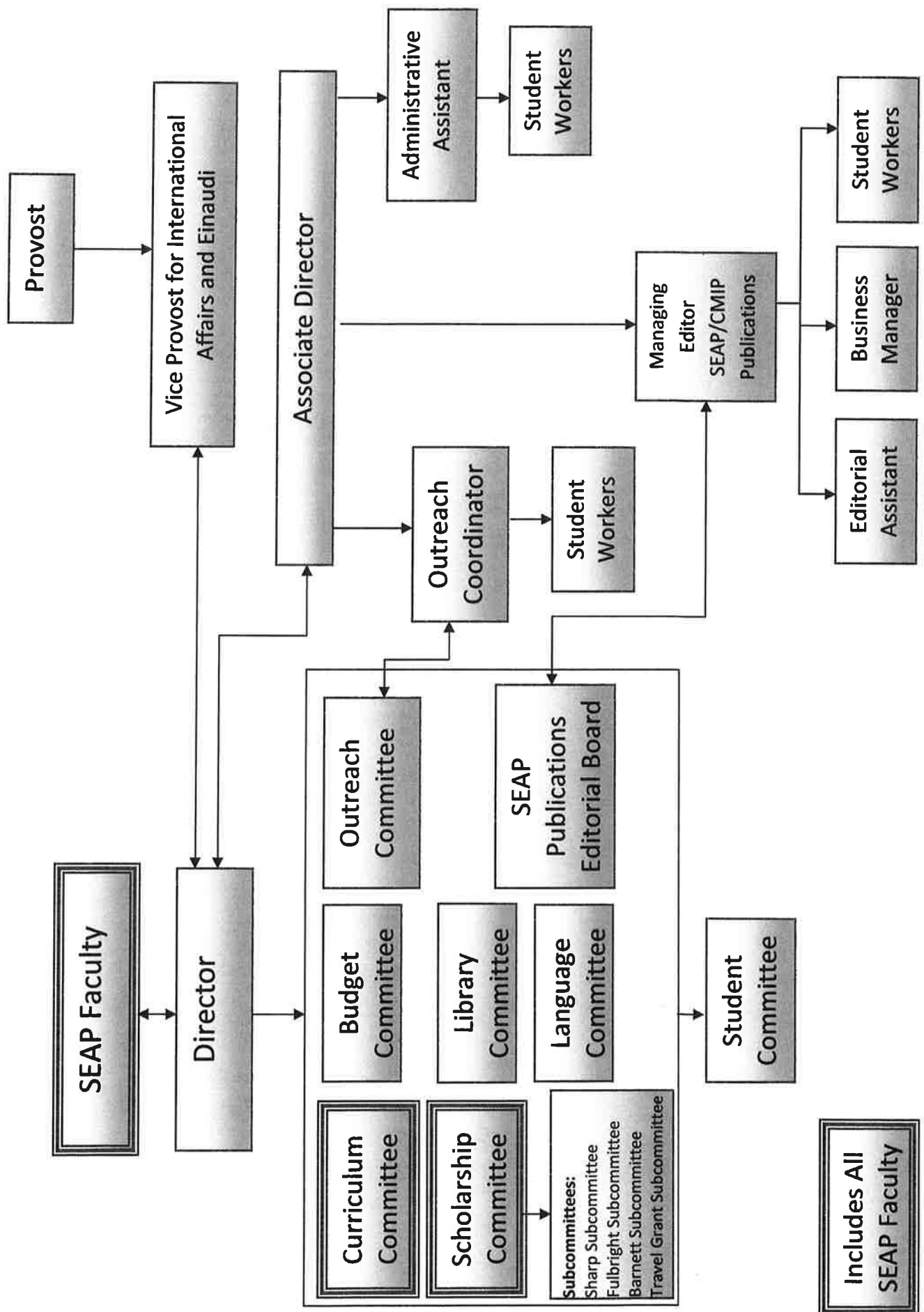
**CORNELL UNIVERSITY**

**SOUTHEAST ASIA PROGRAM**

**CURRICULUM VITAE**

<b>Organizational Chart</b>	<b>p. 2</b>
<b>Table of Contents – Alpha Last Name</b>	<b>p. 3-4</b>
<b>Table of Contents – Alpha Last Name within Function</b>	<b>p. 5-6</b>
<b>Curriculum Vitae</b>	
<b>Faculty:</b>	
<b>Core</b>	<b>p. 7-17</b>
<b>Emeritus</b>	<b>p. 18-21</b>
<b>Language</b>	<b>p. 22-25</b>
<b>Affiliated</b>	<b>p. 26-34</b>
<b>Staff:</b>	
<b>Program Administration</b>	<b>p. 35-38</b>
<b>Echols Library Staff</b>	<b>p. 39-41</b>
<b>Faculty Associates in Research List</b>	<b>p. 42</b>

# Cornell Southeast Asia Program Organizational Chart



Cornell Southeast Asia Program			
Curriculum Vitae Table of Contents Alpha by Last Name			
PAGE	NAME	TITLE	% SEA
39	Abel, Ben	Acquisitions Assistant, Echols Collection on Southeast Asia Kroch Library	100
26	Allred, Shorna	Associate Professor, Department of Natural Resources	20
18	Anderson, Benedict R. O'G.	Professor Emeritus, Department of Government	EMERITUS
39	Atkinson, Carole	Sr. Information Assistant, Echols Collection on Southeast Asia, Kroch Library	33
8	Bailey, Warren	Professor, Samuel Curtis Johnson Graduate School of Management	50
18	Barker, Randolph	Professor Emeritus, Department of Applied Economics & Management	EMERITUS
26	Barrett, Christopher	Professor, Department of Applied Economics & Management	10
8	Beard, Victoria	Associate Professor, City & Regional Planning	75
9	Blackburn, Anne	Professor, Department of Asian Studies	25
39	Bui, Yen	Vietnamese Cataloger, Echols Collection on Southeast Asia, Kroch Library	100
27	Caffarella, Rosemary	Professor Emerita, Department of Education	10
27	Carlson, Allen R.	Associate Professor, Department of Government	10
19	Chaloemtiarana, Thak	Professor Emeritus, Department of Asian Studies	EMERITUS
28	Chi, Lily	Associate Professor, Department of Architecture	10
9	Cohn , Abigail	Professor, Department of Linguistics	100
35	Conner, Fred	Publications Assistant Editor, Publications	100
35	Dickinson, Cynthia	Publications Distribution Manager, Publications	100
35	Draper, Melina	Outreach Coordinator, Southeast Asia Program	100
35	Fishel, Thamora	Associate Director of Administration, Southeast Asia Program	100
10	Fiskesjö, Magnus	Associate Professor, Department of Anthropology	50
10	Formichi, Chiara	Assistant Professor, Department of Asian Studies	100
11	Fuhrmann, Arnika	Assistant Professor, Department of Asian Studies	100
11	Green, Gregory Hanks	Associate Librarian, Scholarly Resources & Special Collections	100
36	Grossman, Sarah	Managing Editor, Publications	100
28	Harvell, Catherine Drew	Professor, Department of Ecology and Evolutionary Biology	10
19	Hatch, Martin Fellows	Professor Emeritus, Department of Music	EMERITUS
22	Jagacinski , Ngampit	Senior Lecturer, Department of Asian Studies	100
37	Johnson, Margaret	Evaluation Consultant; Visiting Lecturer, Mario Einaudi Center for International Studies/Institute for Public Affairs	10
29	Karolyi, Andrew	Professor, Johnson Graduate School of Management	10
37	Koschmann, Nicole	Education Outreach Coordinator, Mario Einaudi Center for International Studies	30
12	Kuruvilla, Sarosh	Professor, Department of Industrial and Labor Relations	50
12	Logevall, Fredrik	Professor, Department of History; Director, Einaudi Center for International Studies (2010-2014)	100
13	Loos, Tamara	Associate Professor, Department of History	100
40	McCarty, Apikanya	Cataloger, Echols Collection on Southeast Asia, Kroch Library	100

29	<b>McCouch</b> , Susan Rutherford	Professor, Department of Plant Breeding and Genetics, Plant Biology	10
7	<b>McGowan</b> , Kaja Maria	Associate Professor, Department of History of Art and Visual Studies; Director, Southeast Asia Program (2014-2017)	75
13	<b>Mertha</b> , Andrew	Associate Professor, Department of Government	50
14	<b>Miller</b> , Christopher J.	Lecturer, Department of Music	100
22	<b>Min</b> , Kyi Kyi	Teaching Associate, Southeast Asia Program	100
23	<b>Myint</b> , Swe Swe	Lecturer Visiting, Department of Asian Studies; Technical Services Assistant III, Echols Collection on Southeast Asia, Kroch Library	100
40	<b>Nash</b> , Lorena	Administrative Assistant IV, Echols Collection on Southeast Asia, Kroch Library	100
20	<b>O'Connor</b> , Stanley	Professor Emeritus, Department of History of Art and Visual Studies	EMERITUS
23	<b>Pandin</b> , Jolanda M.	Senior Lecturer, Department of Asian Studies	100
30	<b>Parrot</b> , Andrea	Professor, Policy Analysis and Management	25
14	<b>Pepinsky</b> , Thomas	Associate Professor, Department of Government	80
40	<b>Peterson</b> , Jeffrey	Southeast Asian Librarian, Echols Collection on Southeast Asia, Kroch Library	100
24	<b>Phan</b> , Hannah	Senior Lecturer, Department of Asian Studies	100
30	<b>Poczter</b> , Sharon	Assistant Professor, Department of Applied Economics and Management	30
38	<b>Pulver</b> , Megan	Administrative Assistant , Southeast Asia Program	100
31	<b>Radcliffe</b> , Robin	Adjunct Assistant Professor, Department of Veterinary Medicine	15
41	<b>Ross</b> , Sarah	Cataloger, Echols Collection on Southeast Asia, Kroch Library	100
24	<b>Savella</b> , Maria Theresa	Senior Lecturer, Department of Asian Studies	100
20	<b>Siegel</b> , James	Professor Emeritus, Department of Anthropology	EMERITUS
31	<b>Sniadecki</b> , J.P.	Assistant Professor, Department of Performing and Media Arts	15
15	<b>Tagliacozzo</b> , Eric	Professor, Department of History	75
15	<b>Taylor</b> , Keith	Professor, Department of Asian Studies	70
25	<b>Tranviet</b> , Thuy	Senior Lecturer, Department of Asian Studies	100
32	<b>Tucker</b> , Terry W.	Associate Director/Senior Lecturer, International Programs-College of Agriculture & Life Sciences/Agricultural Education & Outreach	10
32	<b>Uphoff</b> , Norman Thomas	Professor, Department of Government; CIPA Directo	10
33	<b>Wan</b> , Henry	Professor, Department of Economics	10
16	<b>Welker</b> , Marina Andrea	Associate Professor, Department of Anthropology	100
16	<b>White</b> , Erick	Visiting Associate Professor	50
33	<b>Whitman</b> , John Bradford	Professor, Department of Linguistics	20
17	<b>Willford</b> , Andrew	Associate Professor, Department of Anthropology	75
17	<b>Williams</b> , Linda	Professor, Department of Development Sociology	50
21	<b>Wolff</b> , John U.	Professor Emeritus, Department of Linguistics	EMERITUS
34	<b>Zheng</b> , Liren	Assistant Professor Adjunct, Curator, Department of Asian Studies	10

Cornell Southeast Asia Program			
Curriculum Vitae Table of Contents Alpha by Last Name			
PAGE	SEAP CORE FACULTY		
8	Bailey, Warren	Professor, Samuel Curtis Johnson Graduate School of Management	50
8	Beard, Victoria	Associate Professor, Department of City & Regional Planning	75
9	Blackburn, Anne	Professor, Department of Asian Studies	25
9	Cohn , Abigail	Professor, Department of Linguistics	100
10	Fiskesjö, Magnus	Associate Professor, Department of Anthropology	50
10	Formichi, Chiara	Assistant Professor, Department of Asian Studies	100
11	Fuhrmann, Arnika	Assistant Professor, Department of Asian Studies	100
11	Green, Gregory Hanks	Associate Librarian, Scholarly Resources & Special Collections	100
12	Kuruvilla, Sarosh	Professor, Department of Industrial and Labor Relations	50
12	Logevall, Fredrik	Professor, Department of History, Director, Einaudi Center for International Studies	100
13	Loos, Tamara	Associate Professor, Department of History	100
7	McGowan, Kaja Maria	Associate Professor, Department of History of Art and Visual Studies; Director, Southeast Asia Program (2014-2017)	75
13	Mertha, Andrew	Associate Professor, Department of Government	50
14	Miller, Christopher J.	Lecturer, Department of Music	100
14	Pepinsky, Thomas	Associate Professor, Department of Government	80
15	Tagliacozzo, Eric	Professor, Department of History	75
15	Taylor, Keith	Professor, Department of Asian Studies	75
16	Welker, Marina Andrea	Associate Professor, Department of Anthropology	100
16	White, Erick	Visiting Associate Professor	50
17	Willford, Andrew	Associate Professor, Department of Anthropology	75
17	Williams, Linda	Professor, Department of Development Sociology	50
SEAP FACULTY EMERITUS			
18	Anderson, Benedict R. O'G	Professor Emeritus, Department of Government	EMERITUS
18	Barker, Randolph	Professor Emeritus, Department of Applied Economics & Management	EMERITUS
19	Chaloemtiarana, Thak	Professor Emeritus, Department of Asian Studies	EMERITUS
19	Hatch, Martin Fellows	Professor Emeritus, Department of Music	EMERITUS
20	O'Connor, Stanley	Professor Emeritus, Department of History of Art and Visual Studies	EMERITUS
20	Siegel, James	Professor Emeritus, Department of Anthropology	EMERITUS
21	Wolff, John U.	Professor Emeritus, Department of Linguistics	EMERITUS
SEAP LANGUAGE LECTURERS			
22	Jagacinski , Ngampit	Senior Lecturer - Thai	100
22	Min , Kyi Kyi	Teaching Associate - Burmese	100
23	Myint, Swe Swe	Lecturer Visiting - Burmese	100
23	Pandin, Jolanda M.	Senior Lecturer - Indonesian	100
24	Phan, Hannah	Senior Lecturer - Khmer	100
24	Savella, Maria Theresa	Senior Lecturer - Tagalog	100
25	Tranviet, Thuy	Senior Lecturer - Vietnamese	100
SEAP AFFILIATED FACULTY			
26	Allred, Shorna	Associate Professor, Department of Natural Resources	10
26	Barrett, Christopher	Professor, Department of Applied Economics & Management, Economics	10
27	Caffarella, Rosemary	Professor Emerita, Department of Education	10
27	Carlson, Allen R.	Associate Professor, Department of Government	10
28	Chi, Lily	Associate Professor, Department of Architecture	10
28	Harvell, Catherine Drew	Professor, Department of Ecology and Evolutionary Biology	10
29	Karolyi, Andrew	Professor, Johnson Graduate School of Management	10
29	McCouch , Susan Rutherford	Professor, Department of Plant Breeding and Genetics, Plant Biology	10
30	Parrot, Andrea	Professor, Policy Analysis and Management	10

30	<b>Poczter, Sharon</b>	Assistant Professor, Department of Applied Economics and Management	10
31	<b>Radcliffe, Robin</b>	Adjunct Assistant Professor, Department of Veterinary Medicine	10
31	<b>Sniadecki, J.P.</b>	Assistant Professor, Department of Performing and Media Arts	10
32	<b>Tucker , Terry W.</b>	Associate Director/Senior Lecturer, International Programs-College of Agriculture & Life Sciences/Agricultural Education & Outreach	10
32	<b>Uphoff, Norman Thomas</b>	Professor and CIPA Director, Department of Government	10
33	<b>Wan, Henry</b>	Professor, Department of Economics	10
33	<b>Whitman, John Bradford</b>	Professor, Department of Linguistics	10
34	<b>Zheng, Liren</b>	Assistant Professor Adjunct, Curator, Department of Asian Studies	10
<b>SEAP AFFILIATED STAFF</b>			
37	<b>Johnson, Margaret</b>	Visiting Lecturer, Professional Consultant	10
37	<b>Koschmann , Nicole</b>	Education Outreach Coordinator , Einaudi Center for International Studies	30
<b>SEAP STAFF</b>			
35	<b>Conner, Fred</b>	Publications Assistant, Southeast Asia Program	100
35	<b>Dickinson, Cynthia</b>	Publications Distribution Manager, Southeast Asia Program	100
35	<b>Draper, Melina</b>	Outreach Coordinator, Southeast Asia Program	100
36	<b>Fishel, Thamora</b>	Associate Director of Administration, Southeast Asia Program	100
36	<b>Grossman, Sarah</b>	Publications Managing Editor, Southeast Asia Program	100
38	<b>Pulver, Megan</b>	Administrative Assistant, Southeast Asia Program	100
<b>ECHOLS COLLECTION OF SOUTHEAST ASIAN STUDIES STAFF</b>			
39	<b>Abel, Ben</b>	Acquisitions Assistant, Echols Collection on Southeast Asia, Kroch Library	100
39	<b>Atkinson, Carole</b>	Public Services Assistant IV, Echols Collection on Southeast Asia, Kroch Library	33
39	<b>Bui, Yen</b>	Vietnamese Cataloger, Echols Collection on Southeast Asia, Kroch Library	100
40	<b>McCarty, Apikanya</b>	Cataloger, Echols Collection on Southeast Asia, Kroch Library	100
23	<b>Myint, Swe Swe</b>	Lecturer Visiting, Department of Asian Studies; Technical Services Assistant III, Echols Collection on Southeast Asia, Kroch Library	100
40	<b>Nash, Lorena</b>	Administrative Assistant IV, Library	100
40	<b>Peterson, Jeffrey</b>	Southeast Asian Librarian, Echols Collection on Southeast Asia, Kroch Library	100
41	<b>Ross, Sarah</b>	Cataloger, Echols Collection on Southeast Asia, Kroch Library	100



**MCGOWAN, KAJA MARIA**

Tenured Associate Professor

Department History of Art and Visual Studies

SEAP Time: 75 % of 100% FTE

**Appointed: 1996**

BA, Wesleyan University, 1982

MA, Cornell University, 1989

PhD, Cornell University, 1996

**Specialization:** History of Art of Southeast Asia with emphasis on Indonesia, particularly Java and Bali (both historically Indic in orientation) studied in relation to the subcontinent.

**Academic Experience:** August 2003 – Present, Associate Professor of South and Southeast Asian Art, July 1997 -July 2003, Assistant Professor of South and Southeast Asian Art, August 1996 -June 1997, Acting Assistant Professor of South and Southeast Asian Art, Cornell University

**Recent Publications:** (2014) Lempad's Line, a volume commissioned by Museum Puri Lukisan to document the life and work of Pita Maha painter and architect, I Gusti Nyoman Lempad [1862-1978] (Forthcoming Summer 2014); (2014) " Looking for Water with Water: The State of Indonesian Studies in the Global Turn," in The State of Indonesian Studies, a CMIP Project, Cornell University Press; (2013) "Risking Self and Space: What Kind (Kim) of Human Being (Nara)? Teaching the History of Southeast Asian Art, One Travel Story at a Time," Southeast Asia Program, Fall Bulletin, Cornell University (pp. 5-12).

**Distinctions:** (2011-2012) Awarded a Grant from the Cornell Council for the Arts in tandem with ethnomusicologist, Chris Miller, to bring a renowned Javanese Shadow Puppeteer, Ki Purbo Asmoro & Gamelan Mayangkara for a 3 day residency, March 13-15, 2012. Performing in Bailey Hall, Purbo presented workshops in the Herbert F. Johnson Museum and Becker House, concluding with a Cornell Outreach Program for the local schools; (2001) Awarded a Grant from the Cornell Council for the Arts to bring two Balinese dancers from STSI (Indonesian College for the Performing Arts) to perform for the opening of an exhibition I curated, "Suaranya Gong Kebyar: The Balinese Art of Ida Bagus Made," September 7, 2001; (2000) Summer Research in Indonesia with funding from SEAP. A follow-up on a project conducted in 1998, and preparation for a long-term collaborative book project with Kamasan classical painters

**Overseas Experience:** Indonesia

**Language Competence:** Indonesian (5), Balinese (4), Dutch (2), German (2), Norwegian (2), French (2)

**Courses Taught:** ASIAN 2285, 3350, 3394, 4442, 4456, 4487, 6644, 6646, 6645 ARTH 1134, 2805, 3850, 3855, 4851, 4852, 4855, 4858, 6851, 6852, 6855, 6858 VISST 2805, 3655, 3696, 4851, 4852

**Advising 2010-2014:** Completed: MA - , PhD - ; In progress: MA - 1 (committee member), PhD 3 (3 chair)

<b>BAILEY, WARREN</b>	<b>Appointed: 1990</b>
Tenured Professor	AB, Cornell University, 1979
Samuel Curtis Johnson Graduate School of Management	MBA McGill University, 1981
SEAP Time: 50 % of 100% FTE	PhD, University of California - Los Angeles, 1986

**Specialization:** International Finance, International Finance Cases, Financial Markets and Institutions

**Academic Experience:** 1986 - 1990, Assistant Professor , Ohio State University

**Recent Publications:** (2012) "Locals, Foreigners, and Multi-market Trading of Equities: Evidence from Thailand" Pacific Basin Finance Journal 20.1 (2012): 101-121 (with Mao, Connie X; Sirodom, Kulpatra) ; (2011) "Behavioral Biases of Mutual Fund Investors" (with Alok Kumar and David T. Ng), Journal of Financial Economics 102, 1 – 27 (lead article); (2011) "Bank Loans with Chinese Characteristics: Inside Debt, Firm Quality, and Market Response" (with Wei Huang and Zhishu Yang), Journal of Financial and Quantitative Analysis;

**Distinctions:** (2005) BSI Gamma research grant (with Alok Kumar and David Ng); (2004) Q-Group research grant (with Haitao Li, and Xiaoyan Zhang); (November 2004 to October 2005) Clifford H. Whitcomb Faculty Fellow; (1999) Stephen and Margery Russell Distinguished Teaching Award, Fifth Year Reunion Class; (1992) Cornell M.B.A. Class of 1992 Award for Teaching Excellence

**Overseas Experience:** Philippines

**Language Competence:** French (2), Italian (2)

**Courses Taught:** NBA 5130, NBA 5430, NBA 5540

**Advising 2010-2014:**

<b>BEARD, VICTORIA</b>	<b>Appointed: 2012</b>
Tenured Associate Professor	BA, University of California - San Diego, 1992
Department of City & Regional Planning	MA, University of California - Los Angeles, 1995
SEAP Time: 75 % of 100% FTE	PhD, University of British Columbia, 1999

**Specialization:** The relationship between community-based planning and poverty in the global south

**Academic Experience:** 2007-2012 Associate Professor, University of California; 2004-2007 Assistant Professor at University of California, Irvine; 2000-2004 Assistant Professor, Department of Urban and Regional Planning, University of Wisconsin-Madison; 1998-2000 RAND Fellow

**Recent Publications:** (FC) Beard, V.A. and R.S. Cartmill. Gender and Participation in Community Development in Indonesia, in Women and Human Security: Challenges of Conflict and Global Change, ed., R.A. Matthew; Sarmiento, C.S. and V.A. Beard. 2013. Traversing the Border: Community-Based Planning and Transnational Migrants. Journal of Planning, Education and Research, 33(3): 336-347; Ahern, M., Beard, V.A., Gueorguieva, A.I. and R.S. Handini. 2012. Using M&E to Support Performance Based Budgeting in Indonesia. The Nuts&Bolts of M&E Systems. 22: 1-10. Ahern, M., Beard, V.A., Gueorguieva, A.I. and R.S. Handini. 2012. Using M&E to Support Performance Based Budgeting in Indonesia. The Nuts&Bolts of M&E Systems. 22: 1-10.

**Distinctions:** Einaudi International Fellow (2014-2017), (1998-2000) RAND Fellow in the Study of Aging

**Overseas Experience:** Indonesia, Philippines, Thailand, Cambodia, Pakistan, Mexico

**Language Competence:** Indonesian (4)

**Courses Taught:** CRP 1101, 3901, 5076, 5850, 6720, 6790

**Advising 2010-2014:** Completed MA - 0, Phd - 0; In proess: MA - 2 (2 chair), PhD - 0

**BLACKBURN, ANNE**

Tenured Professor

Department of Asian Studies

SEAP Time: 25 % of 100% FTE

**Appointed: 2002**

BA, Swarthmore College, 1988

MA, University of Chicago, 1990

PhD, University of Chicago, 1996

**Specialization:** Buddhist monastic cultures, and Buddhist participation in networks linking Sri Lanka and mainland Southeast Asia before and during colonial presence in the region.

**Academic Experience:** 1996-1999, Assistant Professor Department of Religious Studies, University of South Carolina; 1998, Senior Fellow, Center for the Study of World Religions, Harvard University; 1999-2001, Assistant Professor and Director of Graduate Studies Department of Religious Studies, University of South Carolina; 2002, Associate Professor Department of Religious Studies, University of South Carolina; 2002, Visiting Scholar, Wolfson College, Cambridge University; 2005, Yehan Numata Visiting Associate Professor of Buddhist Studies, Harvard University Divinity School

**Recent Publications:** (FC) "The Sphere of the Sāsana in the Context of Colonialism," in Buddhism Across Asia: Networks of Material, Intellectual, and Cultural Exchange (working title), ed. Tansen Sen. Institute for Southeast Asian Studies; (FC) "Sīhala Saṅgha and Laṅkā in Later Premodern Southeast Asia," in Buddhist Dynamics in Premodern Southeast Asia (working title), ed. D. Christian Lammerts. Institute for Southeast Asian Studies; (FC) "Buddhist Connections in the Indian Ocean: Monastic Mobility 1000-1500.";

**Distinctions:** (Spring 2013) Visiting Research Professor, Asia Research Institute National University of Singapore

**Overseas Experience:** Sri Lanka, Singapore, Burma, Thailand

**Language Competence:** Sinhala (2), Pali (2), French (2), Sanskrit (2), German (2), Dutch (2), Burmese (1)

**Courses Taught:** ASIAN 3309, 4401, 4402, 4403, 4438, 4462, 6638, 6662, 7703, 8899, 9999; RELST 3309, 4438, 4462, 6638; PALI 1151/1152, 4450

**Advising 2010-2014:** Completed MA - 0, Phd - 4 (1 chair); In process: MA - 0, PhD - 7 (7 committee member)

**COHN, ABIGAIL**

Tenured Professor

Department of Linguistics

SEAP Time: 100 % of 100% FTE

**Appointed: 1989**

BA, Cornell University, 1978

MA, University of Illinois-Urbana Champaign, 1984

PhD, University of California, Los Angeles, 1990

**Specialization:** Phonetics and phonology and their interaction, documentation of Indonesian languages, language use and attitudes as they lead to language shift in Indonesia

**Academic Experience:** Sp. 2014 Southeast Asia Program Director, 2012-13 Visiting Scholar, Atma Jaya Catholic University, Jakarta Indonesia, 1996-2008 Associate Professor of Linguistics, 1999-2002, 2003-04, Chair, Department of Linguistics, Cornell University, Ithaca, NY; 2002-03, Visiting Scholar, Centre National de la Recherche Scientifique, Paris, UMR 7018 and Columbia University Institute for Scholars at Reid Hall, Paris; 1990-96 Assistant Professor of Linguistics, Department of Linguistics [Modern Languages and Linguistics until 6/95], Cornell University, Ithaca, NY.

**Recent Publications:** (To appear) "Can a language with millions of speakers be endangered?" JSEALS (with Maya Ravindranath). (2014) "Interface between phonology and phonetics," In Mark Aronoff (ed.) Oxford Bibliographies Online: Linguistics. New York: Oxford University Press (with Marie K. Huffman); (2013) "A review of spelling acquisition: Spelling development as a source of evidence for the psychological reality of the phoneme," Lingua 133: 213-229 (with Nadya Dich); (2012) Oxford Handbook of Laboratory Phonology (edited with Cécile Fougeron and Marie K. Huffman), Oxford University Press; 2011 "Partially-nasal segments," in M. van Oostendorp, C. Ewen, E. Hume and K. Rice (eds) The Blackwell Companion to Phonology. Oxford: Wiley-Blackwell (with Anastasia Riehl).

**Distinctions:** (2012-13) Fulbright Senior Research Scholar, Atma Jaya Catholic University, Jakarta Indonesia; (5/12-4/13) Einaudi Center Small Grant, Language Contact in Indonesia Fieldwork Project); (2012) Merrill Presidential Scholar faculty mentor; grants supporting, International Symposium Rice and Language Across Asia: Crops, Movement and Social Change; (9/11) Einaudi Center Small Grant, Wenner-Gren Foundation for Anthropological Research Workshop Grant, Institute for Social Sciences Small Grant, & Lehman Fund for Scholarly Exchange with China grant, International Workshop (co-PI with Magnus Fiskesjö, Susan McCouch, and John Whitman).

**Overseas Experience:** Indonesia, France

**Language Competence:** French (5), Indonesian (5), Dutch (2)

**Courses Taught:** LING 2221, 3302, 4401, 4402, 4491-92, 6600, 6601, 7702

**Advising 2010-2014:** Completed: MA - 0; PhD - 8 (3 chair, 5 committee member); In progress: MA - 0, PhD - 10 (1 chair, 9 committee member)



**FISKESJÖ, MAGNUS**

Tenured Associate Professor

Department of Anthropology

SEAP Time: 50 % of 100% FTE

**Appointed: 2005**

BA, Lund University, 1986

MA, University of Chicago, 1994

PhD, University of Chicago, 2000

**Specialization:** Anthropology; historical and political anthropology; Asian studies—especially East and Southeast Asia; Archaeology— especially East and Southeast Asia; Critical museum studies, global cultural heritage issues

**Academic Experience:** Spring 2014 - Faculty Fellow, Anthropology, Yale University; 2011 - , Associate Professor, Anthropology, Cornell University; 2005 - 2011, Assistant Professor, Anthropology, Cornell University; 2000 - 2005, Director, Museum of Far Eastern Antiquities (Stockholm, Sweden); 1985 - 1991, Ministry for Foreign Affairs (Sweden), served in Beijing and Tokyo

**Recent Publications:** (2013) "Introduction to Wa Studies." Journal of Burma Studies 17.1, 1-27; (2013) "Gifts and debts: The morality of fieldwork in the Wa lands on the China-Burma frontier." In Red Stamps and Gold Stars: Fieldwork Dilemmas in Upland Socialist Asia (Vancouver: UBC Press), pp. 61-79; (2011) "Slavery as the commodification of people: Wa 'slaves' and their Chinese 'sisters.'" Focaal: Journal of Global and Historical Anthropology 59, 3-18; (2011) "The animal other: Re-naming the barbarians in 20th-century China." Social Text 29.4, 57-79.

**Distinctions:** Spring 2014 - Visiting Scholar, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University

**Overseas Experience:** China, Taiwan, Cambodia, Japan, Burma, Thailand

**Language Competence:** Swedish (5), Norwegian (5), Chinese (5), Wa (3), Japanese (3), French (3), Danish (3), Italian (2), Spanish (2), Russian (2), German (1), Thai (1)

**Courses Taught:** ANTHR 1113, 1145, 2400, 3300, 3520, 4478, 4523/7523, 4910, 4920, 6600, 7910, 7920, 7930; ARKEO 3451, 3520; ASIAN 3362; ANTHR/ARKEO/LING/IARD 4495/7495; ANTHR3520/ARKEO3520/ASIAN3362

**Advising 2010-2014:** Completed: MA - 6 (4 chair, 2 committee member), PhD - 21 (1 chair, 20 committee member); In progress: MA - 4 (2 chair, 2 committee member)

**FORMICHI, CHIARA**

Non-tenure Assistant Professor

Department of Asian Studies

SEAP Time: 100 % of 100% FTE

**Appointed: 2014**

BA, University of Rome, 2004

MA, University of London, SOAS, 2005

PhD, University of London, SOAS, 2009

**Specialization:** Islam and politics in 20th century Indonesia, Shi'a Islam in Southeast Asia, The impact of Mustafa Kemal's secularization of Turkey on Indonesian nationalism

**Academic Experience:** April 2013 - June 2014, Assistant Professor, City University of Hong Kong; Aug 2011 - June 2014, Assistant Professor, Department of Asian and International Studies, City University;

**Recent Publications:** (FC June 2014) Shi'ism and Beyond: "Alid Piety" in Muslim Southeast Asia, (with R. Michael Feener), London: IB Taurus;

**Distinctions:**

**Overseas Experience:** Indonesia, Italy

**Language Competence:** Indonesian (3)

**Courses Taught:** ASIA 2247, 2255, 3311, 4434; RELST 2247, 2255

**Advising 2010-2014:**

**FUHRMANN, ARNIKA**

Non-tenure Assistant Professor

Department of Asian Studies

SEAP Time: 100 % of 100% FTE

Appointed: 2013

MA, University of Hamburg, 1995

MA, University of Chicago, 1999;

PhD, University of Chicago, 2008

**Specialization:** Thai literary and visual cultures; Southeast Asian religions; Buddhist texts and practices; Southeast Asian minority cultures; gender and sexuality studies; queer and transidentitarian communities and politics in Asia and the diaspora; social movements and conflict; Buddhist-Muslim coexistence; the politics of sexual regulation; public affect; trauma theory; Thai, Sanskrit, and Pali poetics; German colonial history

**Academic Experience:** Institute of Cultural Inquiry, Berlin; University of Hong Kong, Hong Kong, S.A.R

**Recent Publications:** (Under contract) *Ghostly Desires: Buddhism, Sexuality, and Cinema in Contemporary Thailand*, Duke University Press; (Under Contract) *Teardrops of Time: Thai Buddhist Temporality and the Aesthetics of Redemption in the Contemporary Poetry of Angkhan Kalayanaphong*. Berlin: Peter Lang; (2013) *Making Contact: Contingency, Fantasy, and the Performance of Impossible Intimacies in the Video Art of Araya Rasdjarmrearnsook*, "positions: east asia cultures critique, 21.4; (2009) "Nang Nak-Ghost Wife: Desire, Embodiment, and Buddhist Melancholia in a Contemporary Thai Ghost Film," *Discourse: Journal for Theoretical Studies in Media and Culture*, "Translation and Embodiment in National and Transnational Asian Film Media," Guest Editor: Bliss Cua Lim, 31.3, 220-247; (2009) "The Dream of a Contemporary Ayuthaya: Angkhan Kalayanaphong's Poetics of Dissent, Aesthetic Nationalism, and Thai Literary Modernity," *Oriens Extremus* 48, 271-290.

**Distinctions:** (2014) Humanities Research Grant, Society for the Humanities, Cornell University; (Fall 2014) Mellon Collaborative Studies in Architecture, Urbanism, and the Humanities, Expanded Practices Seminar Grant, Cornell University; (2013) Association for Asian Studies, South East Asia Council Translation Subvention Grant; (2013) President's Council of Cornell Women, Affinito-Stewart Grant

**Overseas Experience:** Indonesia, Singapore, Thailand, Laos, Cambodia, China, Hong Kong, Israel, Turkey, UK, Germany

**Language Competence:** Thai (5), German (5), Hebrew (4), French (2), Lao (2), Khmer (2), Pali (2), Sanskrit (2), Latin (1)

**Courses Taught:** ASIAN 3331/6331 LGBT 3331/6331 FGSS 3331/6331 PMA 3431 RELST VISST; ASIAN 2208; ASIAN/FGSS 6625, ASIAN 6682/ARCH 6819/ SOH6819/SHUM6308

**Advising 2010-2014:** Completed: MA - 0, PhD - 0; In progress: MA - 2 (1 chair, 1 committee member), PhD - 0

**GREEN, GREGORY HANKS**

Non-tenure Curator, Visiting Senior Lecturer

Echols Collection on Southeast Asia, Department of Asian Studies

SEAP Time: 100 % of 100% FTE

Appointed: 2006

BA, Brigham Young University, 1995

MA, University of California, Berkeley, 1999

MLS, University of Arizona, 2003

**Specialization:** History and culture of the Lao people in Laos and Thailand. Responsible for managing Southeast Asia acquisitions and funds, specialized reference for Southeast Asia, coordinating the needs of faculty and students in the Southeast Asia Program with the goals and resources of the University Libraries, and supervising Library employees.

**Academic Experience:** Curator of the Donn V. Hart Southeast Asia Collection, Northern Illinois University Libraries

**Recent Publications:** *Information Access in the Lao PDR. Papers from the 2<sup>nd</sup> International Conference on Lao Studies.*

**Distinctions:** 3 SEAP Research Awards

**Overseas Experience:** Lao, Thailand, Biannual research and acquisition trips to Southeast Asia.

**Language Competence:** Lao (4), Thai (4), Burmese (1)

**Courses Taught:** ASIAN 6613

<b>KURUVILLA, SAROSH</b>	<b>Appointed: 1990</b>
Tenured Professor	BC, University of Madras, India, 1979
Department of Industrial and Labor Relations	PhD, University of Iowa, 1989
<b>SEAP Time: 50 % of 100% FTE</b>	

**Specialization:** Collective Bargaining; Economic Development; Global Economy; Human Resources for Asia; Labor relations in Asia

**Academic Experience:** 2010—present, Visiting Professor, London School of Economics; Jan-August 2004, Visiting Professor, Indian Institute of Management, Calcutta; Jan-Dec 1997, Visiting Professor, Aarhus School of Business, Aarhus, Denmark; 1994, Visiting Professor, School of Labor and Industrial Relations, University of the Philippines; Sept 1987-July 1988, Research Consultant, SACO Trade Union Federation, Stockholm, Sweden.

**Recent Publications:** (2012) Sarosh Kuruvilla. Review of Cheaper by the Hour: Temporary Lawyers and the Deprofessionalization of the Law. Work Employment and Society, Forthcoming; (2011) Ariel Avgar and Sarosh Kuruvilla. Dual Alignment of Industrial Relations Activity: From Strategic Choice to Mutual Gains. Advances in Industrial Relations, Vol 18; (2011) From Iron Rice Bowl to Informalization: Markets, Workers and the State in a Changing China. Sarosh Kuruvilla, Ching Kwan Lee and Mary Gallagher, Cornell University Press: Ithaca and London

**Distinctions:** (2004) Fulbright Research Scholar, Middle East, North Africa, and South Asia. Study: The Indian Outsourcing Industry.

**Overseas Experience:** India, Sweden, United Kingdom, Denmark, Philippines

**Language Competence:** English (5), Swedish (3), Malayalam (5), Tamil (5), Hindi (5), Danish (4)

**Courses Taught:** ILRCB 5000; ILRIC 2350, 4950, 4970, 4980, 6370; ILRLR 5000

**Advising 2010-2014:** Completed: MA - 0, PhD - ; In progress: MA - 0, PhD - 3 (3 chair)

<b>LOGEVALL, FREDRIK</b>	<b>Appointed: 2004</b>
Tenured Professor; Vice Provost of International Affairs;	BA, Simon Fraser University, 1986
Director of Einaudi Center for International Studies	MA, University of Oregon, 1989
Department of History	PhD, Yale University, 1993
<b>SEAP Time: 100 % of 100% FTE</b>	

**Specialization:** American foreign policy and Cold war

**Academic Experience:** 2006-07, Leverhulme Professor of History at the University of Nottingham and Mellon Senior Research Fellow at the University of Cambridge; Professor at UC Santa Barbara

**Recent Publications:** (2012) Embers of War: The Fall of an Empire and the Making of America's Vietnam (Random House); (2011) A People and A Nation: A History of the United States, 9th ed. (co-authored, with Mary Beth Norton et al; Cengage); (2012) America's Cold War: The Politics of Insecurity (co-authored with Campbell Craig; Belknap Press of Harvard University Press, 2009; paperback February).

**Distinctions:** Co-founded the Center for Cold War Studies at UC Santa Barbara; Director of the Mario Einaudi Center for International Studies at Cornell; Vice president of the Society for Historians of American Foreign Relations (SHAFR) (will become President in 2014)

**Overseas Experience:**

**Language Competence:** Swedish (3), French (2)

**Courses Taught:** HIST 2001, 2890, 3002, 4140, 6104, 8004, 8005; ASIAN 2298;

**Advising 2010-2014:** Completed: MA - 0, PhD - -0; In progress: MA - 0, PhD - 1 (1 chair)



**LOOS, TAMARA**

Tenured Associate Professor

Department of History

SEAP Time: 100 % of 100% FTE

Appointed: 1999

BA, Pomona College, 1989

MA, Cornell University, 1994

PhD, Cornell University, 1999

**Specialization:** Southeast Asian, gender and legal studies**Academic Experience:** 2010-2013, Director of Southeast Asia Program; 2013, National Endowment for the Humanities Fellowships, Evaluator, South and Southeast Asian Studies; 2010-2014, SEASSI Board Member, Association for Asian Studies (AAS); 2012-2013, Luce Foundation sponsored sub-committee on LCTLs**Recent Publications:** (FC) "Avening History: Narrative, Emotion and Power in Thai History."; (2014) "Challenging Global Modernity and the Development Paradigm in Thailand and Africa: Dr. Krisana Kraissintu," Modernities: Sites, Concepts and Temporalities in Asia and Europe, Global Modernity series, ed. Arif Dirlik (SUNY: forthcoming); (2012) "Strange Bedfellows: Male Homo Eroticism and Politics in Thai History," in Sexual Diversity in Asia, ca. 600-1950, edited by Raquel Reyes, et. al. Routledge Contemporary Asia Series. London: Routledge; (June 2012) "Besmirched with Blood: an Emotional History of Transnational Romance in Colonial Singapore." Rethinking History, special issue on Emotional Styles, 16, 2 (refereed).**Distinctions:** (2009) Mario Einaudi Center for International Studies Seed Grant; (2009) Cornell Society for the Humanities Research Grant; (2008) Cornell History Department Faculty Research Grant; (2007) LaFeber Research Grant, with Samson Lim; (1998) Beatrice Brown Award**Overseas Experience:** Thailand, Cambodia**Language Competence:** Thai (3), Indonesia (1)**Courses Taught:** ASIAN 1191, 2206, 5507, 3396, 4416, 6618, 6696, HIST 1910, 2070, 4160, 3960, 6960, 5070, 6160, 6162 CAPS 1910, FGSS 4160, 6160**Advising 2010-2014:** Completed: MA - 1 (1 chair); Phd - ; In progress: MA - 1 (1 chair), PhD - 7 (3 chair, 4 committee member)**MERTHA, ANDREW**

Tenured Professor

Department of Government

SEAP Time: 50 % of 100% FTE

Appointed: 2008

BA, University of Michigan, 1987

PhD, University of Michigan, 2001

**Specialization:** Chinese and Cambodian politics, particularly on political institutions, the policy process, and the exercise of power.**Academic Experience:** 2001-2008, Assistant Professor, Washington Univ in St. Louis**Recent Publications:** (2014) Brothers in Arms: Chinese Aid to the Khmer Rouge, 1975-1979 (Cornell University Press; (2013) China. Case Studies in Comparative Politics; September 2012) "Surrealpolitik: The Experience of Chinese Experts in Democratic Kampuchea, 1975-1979," *Cross-Currents* 4.**Distinctions:** (2008) Director of the China and Asia Pacific Studies Program; Faculty Research Grant, Washington Univ; (2007) Faculty Awards Recognition Honoree; (2006) Weidenbaum Center Small Grant, Washington Univ; (2004) Roland Grimm Traveling Fellowship, Washington Univ**Overseas Experience:** China, Beijing, Xinjiang, and Shanghai, Cambodia**Language Competence:** Chinese Mandarin (5), Hungarian (5), French (4), Khmer (2)**Courses Taught:** ASIAN 3321, 4414 CAPS 3403, 4414; GOVT 1313, 3403, 4414, 4999, 6324, 7999,**Advising 2010-2014:** Completed: MA - 0, PhD - 0; In proess: MA - , PhD - 3 (1 chair, 2 committee member)

<b>MILLER, CHRISTOPHER J.</b>	<b>Appointed: 2008</b>
Non-tenure Lecturer	BA, Simon Fraser University, 1992
Department of Music	MA, Wesleyan University, 2002
<b>SEAP Time: 100 % of 100% FTE</b>	PhD, Wesleyan University, 2014

**Specialization:** Performance practice of traditional Javanese music, freely improvised music, music in contemporary Indonesia

**Academic Experience:** 2008–present, Director of Gamelan Ensemble, Lecturer, Cornell University; 2007 Visiting, Lecturer, Trinity College; 2004–2008, Co-Director, Gamelan Ensemble, Smith College; 2003–2004, Visiting Instructor, Wesleyan University; 2002, Visiting Instructor, University of Wisconsin–Madison; 2001–2008, Teaching/Grading Assistant, Wesleyan University

**Recent Publications:** (2013) “A Different Kind of Modernism: The Sound Exploration of Pande Made Sukerta.” In Kendra Stepputat, ed., *Performing Arts in Postmodern Bali: Changing Interpretations, Founding Traditions*. Herzogenrath, Germany: Shaker Verlag; (2011) “Indonesian Experimentalisms, the Question of Western Influence, and the Cartography of Aesthetic Authority.” In conference proceedings of *Beyond the Centres: Musical avant gardes since 1950*, Aristotle University of Thessaloniki, Greece, <http://btc.web.auth.gr/proceedings.html>

**Distinctions:**

**Overseas Experience:** Indonesia

**Language Competence:** Indonesian (4)

**Courses Taught:** ANTHR 3415; ARTH 3915; ASIAN 2245; MUSIC 1341, 3610, 4641; VISST 2744

**Advising 2010-2014:**

<b>PEPINSKY, THOMAS</b>	<b>Appointed: 2008</b>
Tenured Associate Professor	BA, Brown University, 2001
Department of Government	PhD, Yale University, 2007
<b>SEAP Time: 80 % of 100% FTE</b>	

**Specialization:** Comparative politics; International political economy; Financial politics; Comparative authoritarianism; Southeast Asia (especially Indonesia and Malaysia); Islam

**Academic Experience:** 2007-2008, Assistant Professor of Political Science, University of Colorado-Boulder

**Recent Publications:** (FC) (with Michele Ford) *Beyond Oligarchy?* Ithaca: Cornell Southeast Asia Publications, 2014; (2013) “The Institutional Turn in Comparative Authoritarianism.” *British Journal of Political Science*; (2013) “Pluralism and Political Conflict in Indonesia.” *Indonesia* 96 (October), 79–98.

**Distinctions:** (2013) Honorable Mention for David A. Lake Best Paper Award, International Political Economy Society (for “Colonial Migration and the Origins of Governance: Theory and Evidence from Java”); (2013) John A. Lent Prize by the Malaysia, Singapore, and Brunei Studies Group for Best Paper at the 2012 Annual Meeting of the Association for Asian Studies (for “New Media and Malaysian Politics in Historical Perspective”)

**Overseas Experience:** Indonesia

**Language Competence:** Bahasa Indonesia and Bahasa Malaysia (4), German (3), French (3), Vietnamese (2), Dutch (2), Spanish (2)

**Courses Taught:** GOVT 3273, 3443, 4999, 4194, 6053, 7999; ASIAN 3334, 4498

**Advising 2010-2014:** Completed: MA - 2 (2 chair), PhD - 2 (2 committee member); In progress: MA - 1 (1 committee member), PhD - 12 (3 chair, 9 committee member)



<b>TAGLIACOZZO, ERIC</b> Tenured Professor Department of History <b>SEAP Time: 75 % of 100% FTE</b>	Appointed: 2000 BA, Haverford College, 1989 MA, Yale University, 1993; MPhil, Yale University, 1995 PhD, Yale University, 1999
--	---

**Specialization:** The history of people, ideas, and material in motion in and around Southeast Asia, especially in the late colonial age

**Academic Experience:** (2012) Board Member, Trans-regional Studies on Southeast Asia; (2008, 2009, 2010) Southeast Asia Committee; (2009) Board Member - Modern Asian Studies Journal; (2006-2012) Board Member, Journal of Southeast Asian Studies

**Recent Publications:** (2013) *The Longest Journey: Southeast Asians and the Pilgrimage to Mecca* (New York: Oxford University Press). 368 pp; (2011) "Strange Parallels and the Big Picture: "Asia" Writ Large Over a Turbulent Millennium" *Journal of Asian Studies* (Cambridge University Press), 70, 4: 939-963; (2011) (co-editor) *Chinese Circulations: Capital, Commodities and Networks in Southeast Asia* (Durham: Duke University Press).

**Distinctions:** (2013) Named "Top 10 Professor" at Cornell University by student voting there are 2,000 professors at the university;

**Overseas Experience:** Southeast Asia: Myanmar (Burma), Indonesia, Cambodia,

**Language Competence:** Indonesian (4), Dutch (4), Chinese (3), Italian (3), French(3)

**Courses Taught:** ASIAN 1191, 3396, 4458, 6658, 6696; CAPS 1910; HIST 1402, 1910, 2001, 3002, 3960, 4000, 4490, 6960, 6490, 8004, 8005

**Advising 2010-2014:** Completed: MA - 0 , PhD - 0 ; In progress: MA - 5 (2 chair, 3 committee member), PhD - 20 (3 chair, 17 committee member)

<b>TAYLOR, KEITH</b> Tenured Professor Department of Asian Studies <b>SEAP Time: 70 % of 100% FTE</b>	Appointed: 1989 BA, George Washington University, 1968 PhD, University of Michigan, 1976
--	--

**Specialization:** Literacy in Vietnam, Vietnamese History and Culture

**Academic Experience:** 1989-99, Associate Professor, Department of Asian Studies, Cornell University; 2009-2010, Visiting Professor in History, Texas A & M University, AY; winter term, 2005, Visiting Professor, University of Michigan; 1987, Visiting Professor, Department of History, University of California, Los Angeles; 1977-79, Visiting Lecturer, Meiji Daigaku University, Tokyo, Japan; 1987-89, Associate Professor, Department of History, Hope College; 1983-87, Senior Lecturer, Department of History, National University of Singapore

**Recent Publications:** (2013) *A History of the Vietnamese* (Cambridge University Press); (2013) "Introduction," Nguyen Du's Kim Van Kieu, translated by Vladislav Zhukov (Ithaca: Cornell Southeast Asia Program Publications); (2012) "Comments on 'The Biography of the Hong Bang Clan as a Medieval Vietnamese Invented

Tradition' by Liam Kelly," *Journal of Vietnamese Studies* 7, 2 (summer):131-138.

**Distinctions:** (2004) Faculty Fellow, Society for the Humanities; (2001-2004) Director, New York Conference on Asian Studies (NYCAS) and Program Chair (2001); Faculty Grant for Digital Library Collections; Director of Graduate Studies, Asian Studies; (1992-1995) Henry Luce Foundation Grant, "The History of Mon-Khmer and Chinese Elements in the Vietnamese Language; (1981) National Endowment for the Humanities (NEH) Translation Grant

**Overseas Experience:** China, Japan, Vietnam, Singapore

**Language Competence:** Vietnamese (5), Chinese (3), French (3)

**Courses Taught:** ASIAN 3320, 3385, 4401, 4402, 4403, 6685, 7703, 7704, 8899, 9999; HIST 3321, 3880, 8004, 6880, 8005; NES 3620

**Advising 2010-2014:** Completed: MA - 3, PhD - 3; In progress: MA - 2 (2 chair), PhD - 1 (1 committee member)

<b>WELKER, MARINA ANDREA</b> Tenured Associate Professor Department of Anthropology <b>SEAP Time: 100 % of 100% FTE</b>	<b>Appointed: 2006</b> BA, University of California, Berkeley, 1996 MA, University of Michigan, 2000 PhD, University of Michigan, 2006
--	---

**Specialization:** Corporations and capitalism, international development, extractive industry, tobacco industry, business education.

**Academic Experience:** (1997) Assistant Editor, The BurmaNet News; (1996/1997) Assistant Editor, The Irrawaddy

**Recent Publications:** (2014) Enacting the Corporation: An American Mining Firm in Postauthoritarian Indonesia. Berkeley: University of California Press; Anthropology After the New Order. In Producing Indonesia: The State of Indonesian Studies. Eric Tagliacozzo, ed. Ithaca: Southeast Asia Publications, Cornell University; (2012) The Green Revolution's Ghost: Unruly Subjects of Participatory Development in Rural Indonesia. *American Ethnologist* 39(2): 389-406.

**Distinctions:** 2010, 2013, Cornell University Advance Professional Development Grant; 2012-3, American Council of Learned Societies Fellowship; 2012-3, Society for the Humanities Faculty Fellowship, Cornell University; 2012, Institute for the Social Sciences Faculty Fellowship, Cornell University (declined);

**Overseas Experience:** Australia, Indonesia, The Netherlands

**Language Competence:** Indonesian (4), German (4), French (4), Sumbawan (Taliwang/Sekongkang dialect) (2), Dutch (2), Thai (2), Italian (2), Spanish (2)

**Courses Taught:** ANTHR 2520, 3516, 4419, 4437, 4920, 6440, 7419, 7910, 7920, 7930, 4166; SHUM 4866; STS 4866

<b>WHITE, ERICK</b> Non-tenure Visiting Assistant Professor Department of Asian Studies <b>SEAP Time: 50 % of 100% FTE</b>	<b>Appointed: 2014</b> BA, Amherst College, 1988 MA, Cornell University, 1994 PhD, Cornell University 2014
---	---

**Specialization:** Anthropology of religion; genealogy of 'religion' and 'Buddhism'; comparative analysis of Buddhism; vernacular religiosity, syncretism and charisma in Buddhism; spirit possession and mediumship in Buddhism; popular culture, subcultures and culture industries; ritual, practice, and hegemony; Thailand; Southeast Asia

**Academic Experience:** Fall 2013 - Instructor, End Times: Apocalyptic and Utopian Visions of Final Futures, John S. Knight Writing Program, Cornell University; Fall 2012 - Head Teaching Assistant, Introduction to Cultural Anthropology, Anthropology Department, Cornell University; Fall 2003 – Fall 2009 Adjunct Instructor, Buddhist Studies in India, Antioch Education Abroad

**Recent Publications:** (2014) Review of Worshipping the Great Moderniser: King Chulalongkorn, Patron Saint of the Thai Middle Class, by Irene Stengs. *New Mandala: New Perspectives on Mainland Southeast Asia*; (2012) Review of The Fate of Rural Hell: Asceticism and Desire in Buddhist Thailand, by Benedict R. O'G. Anderson. *New Mandala: New Perspectives on Mainland Southeast Asia*; (2012) Review of The Lovelorn Ghost and the Magical Monk: Practicing Buddhism in Modern Thailand, by Justin McDaniel. *New Mandala: New Perspectives on Mainland Southeast Asia*.

**Distinctions:** Fulbright Fellowship, 1994-1995, Advanced Summer Thai (AST) Language Fellowship, Chiang Mai, Thailand, summer 1993, Jacob K. Javits Graduate Fellowship, 1991-1994; 1995-1996, A.D. White Fellowship, Cornell University, 1990-1991, Cornell Southeast Asia, Program Summer Thesis Write-Up Grant, 2000, Cornell Anthropology Department Endowment Grant (for summer research), 1998

**Overseas Experience:** Thailand, India, Burma

**Language Competence:** Thai (5)

**Courses Taught:** ASIAN 3367, 4466, 6666, RELST 3367, 4466, 6666



<b>WILLFORD, ANDREW</b> Tenured Associate Professor Department of Anthropology <b>SEAP Time: 75 % of 100% FTE</b>	<b>Appointed: 2000</b> BA, University of California, San Diego, 1989 MA, University of California, San Diego, 1991 PhD, University of California, San Diego, 1998
--	--

**Specialization:** Ethnicity; nationalism, globalization, ethnopsychiatry, mental health

**Academic Experience:** Chair, Anthropology, Cornell University, Associate Professor of Anthropology and Asian Studies, Cornell University; Associate Director of Cornell's Southeast Asia Program

**Recent Publications:** (FC) Tamils and the Haunting of Justice: History and Recognition in Malaysia's Plantations University of Hawaii Press, (expected publication date, Oct. 1st, 2014)

**Distinctions:** Fulbright-Nehru Senior Academic and Professional Excellence Award (Research) for India (2014-15). "Sacred Groves, Urban Depression, and Biomedicalizing Mental Health Care in South India" (\$42,000); American Institute of Indian Studies Senior Research Fellowship (2014-15, \$30K).

**Overseas Experience:** Malaysia, India, USA

**Language Competence:** Tamil (3), German (2), Indonesian/Malay (2)

**Courses Taught:** ANTHR 1147, 1400, 1401, 2546, 3420, 4467, 4513, 4910, 4920, 6000, 7467, 7910, 7920, 7930; RELST 3420; ASIAN 2254, 4413

**Advising 2010-2014:** Completed: MA - 3, PhD -36 ; In progress: MA - 0, PhD - 14 (4 chair, 10 committee member)

<b>WILLIAMS, LINDA</b> Tenured Professor Department of Development Sociology <b>SEAP Time: 50 % of 100% FTE</b>	<b>Appointed: 1993</b> BA, Colby College, 1979 MA, Brown University, 1984 PhD, Brown University, 1987
--	--

**Specialization:** Development Sociology, Population and Development, Family Sociology, Gender, Asian Studies.

**Academic Experience:** 1992 - 1993, Assistant Research Scientist, 1991 - 1992, Postdoctoral Fellow funded by the Mellon Foundation through the Population Studies Center, University of Michigan; 1988 - 1990, Statistician /Demographer, National Survey of Family Growth.

**Recent Publications:** (2014) "W(h)ither State Interest in Intimacy? Singapore through a Comparative Lens," Sojourn. 29(1) 132-158. (2012) L. B. Williams and M. P. Guest, editors, Demographic Change in Southeast Asia: Recent Histories and Future Directions, Cornell Southeast Asia Program, Cornell University: Ithaca, NY; (2012) "Preface," L.B. Williams and M. P. Guest in Demographic Change in Southeast Asia: Recent Histories and Future Direction., in L. B. Williams and M. P. Guest, editors, Ithaca, NY: Southeast Asia Program, Cornell University: Ithaca, NY; (2012) "Conclusions," M.P Guest and L.B. Williams, in Demographic Change in Southeast Asia: Recent Histories and Future Direction., in L. B. Williams and M. P. Guest, editors, Ithaca, NY: Southeast Asia Program, Cornell University: Ithaca, NY.

**Distinctions:** (2014) "Risks associated with the consequences of climate change and dramatic weather events, and perceptions of those risks in the Philippines, Indonesia, and Thailand," funded by the Polson Institute for Global Development, \$4100;(2013) "The Consequences of Overseas Employment of Parents on the Education and Well-being of Filipino Children", funded by the Cornell Population Center, \$7,350; (2013) "Migration, Education, and Inequality in Northern Thailand," GRA award provided by the Cornell Population Center (for work with Amanda Flaim), \$16,695.

**Overseas Experience:** Philippines, Singapore, Indonesia, Vietnam, Thailand

**Language Competence:**

**Courses Taught:** DSOC 2010, 4300, 6300, 6120, 6150, 7900, 7910, 8720, 8900, 9900; FGSS 6120;

**Advising 2010-2014:** 1 Completed: MA - , PhD -5 ; In progress: MA - 0, PhD - 3 0

**ANDERSON, BENEDICT R. O'G.**

Emeritus Professor Emeritus

Department of Government

**Date of Retirement:** 2002**Appointed:** 1967

BA, Cambridge University, 1957

Ph.D, Cornell University, 1967

**Specialization:** Indonesia, nationalism, Southeast Asian history, politics, and culture in modern times, cultural politics.

**Academic Experience:** 1967-2002, Professor, Department of Government, Cornell University; 1966-1984, Journal Editor, Indonesia

**Recent Publications:**

**Distinctions:** (2013) Family Forests Education Award, Forest Connect Team Award awarded by National Woodland Owners Association (NWOA) and National Association of University Forest Resource Programs (NAURFP) (2013) Kaplan Family Distinguished Faculty Fellowship; (2013) Engaged Learning and Research Fellow

**Overseas Experience:** Indonesia

**Language Competence:** Indonesian (3), Thai (2), Tagalog (2)

**Courses Taught:**

**Advising 2010-2014:** Completed: MA - 0, PhD -0 ; In progress: MA - 0, PhD - 0

**BARKER, RANDOLPH**

Emeritus Professor Emeritus

Department of Applied Economics &amp; Management

**Date of Retirement:** 1995**Appointed:** 1978

BS, Princeton University 1948-50; Cornell University, 1953

MS, Oregon State University, 1957

PhD, Iowa State University, 1960

**Specialization:** Agricultural Economics, rice production, irrigation management and water resource development.

**Academic Experience:** 1995 - 2005, Principal Investigator, International Water Management Institute, Colombo, Sri Lanka; 1966 - 1978, Head of Economics/Social Science Division, International Rice Research Institute, Philippines

**Recent Publications:** (2012) "Water Productivity in Context: the Experience of Taiwan and the Philippines over the past half-century" (International Water Management Institute Research Report 145)

**Distinctions:**

**Overseas Experience:** Philippines, Sri Lanka, Nigeria, Vietnam

**Language Competence:** Chinese (1)

**Courses Taught:** IARD 6940

**Advising 2010-2014:** Completed: MA - 0, PhD -0 ; In progress: MA - 0, PhD - 0

**CHALOEMTIARANA, THAK**

Emeritus Professor Emeritus

Department of Asian Studies

Date of Retirement: 2010

Appointed: 1980

BS, University of the Philippines, 1965

MA, Occidental College, 1968; Cornell University, 1971

PhD., Cornell University, 1974

**Specialization:** Modern Thai politics (1930-present); Thai political novels (first half of the 20th century) with focus on postcolonial and translation theories; Thai intellectual history especially the construction of identity, gender and sexuality in Thai literature; the Thai community in America including Thai Buddhist temples in America; Southeast Asian studies in general.

**Academic Experience:** 1979-1980 Associate Professor of Political Science, Thammasat University, Bangkok, Thailand; 1978-1979 Visiting Research Scholar, Center for Southeast Asian Studies, Kyoto University, Kyoto, Japan; 1976-1979 Assistant Professor of Political Science, Thammasat University; 1974-1975 Lecturer, Faculty of Political Science, Thammasat University, Bangkok; 1969 Thai Language instructor, SEA Summer Language Program, Yale University; 1968-1969 Thai Language Teaching Assistant, Cornell University

**Recent Publications:** (2013) Review article of Susan Kepner's A Civilized Woman in the New Mandala, December 2013; "Are we Them: Textual representation of the Chinese in 20th century Thailand" in Aan Journal (in Thai), volume 50, no.1, July -December 2013, pp. 122-153, and forthcoming in English in the Kyoto Journal of Southeast Asian Studies;

**Distinctions:** (2009) Blue blazer award for lifetime achievement, Alpha Phi Beta Fraternity, East Coast Chapter

**Overseas Experience:** Japan, Thailand

**Language Competence:** Thai, English, spoken Cantonese, French, Spanish, Mandarin, Tagalog, Indonesian

**Courses Taught:** ASIAN 2208, 6601, 6676,

**Advising 2010-2014:** Completed: MA - 3 (3 committee member); In progress: PhD - 1(1 committee member)

**HATCH, MARTIN FELLOWS**

Emeritus Professor Emeritus

Department of Music

Date of Retirement: 2012

Appointed: 1980

BA, Wesleyan University, 1963

MA, Wesleyan University, 1969

PhD, Cornell University, 1980

**Specialization:** The Bio-Acoustics of Javanese Song: Traditional Javanese Songs, Jazz, popular music, elementary theory, and ethnomusicology; founder of the Cornell Middle Eastern Ensemble

**Academic Experience:**

**Recent Publications:** (1995) Shek Thom: Khmer Shadow Theater ; (1990) "Popular Music in Indonesia", World Music, Politics and Social Change; (1987) Karawitan: Source Readings in Javanese Gamelan and Vocal Music

**Distinctions:** Founded the Cornell Gamelan Ensemble (Indonesian); Founded the Cornell Mediterranean Middle Eastern Ensemble; founded and performed in the Cornell Steel Band; co-founded and currently executive committee of the American Institute for Indonesian Studies (aifis.org); currently vice president of the board of Cornell Cooperative Extension of Tompkins County

**Overseas Experience:** Southeast Indonesia, Malaysia, Singapore: Myanmar (Burma), Indonesia, Cambodia,

**Language Competence:** Indonesian (3), Javanese (1), French (1), Dutch (1)

**Courses Taught:** MUSIC 3901, 4301, 4901, 4911, 6301, 7901, 9901; THEATR 2730

**Advising 2010-2014:** 10



**O'CONNOR, STANLEY**  
Emeritus Professor Emeritus  
History of Art and Visual Studies  
**Date of Retirement:** 1996

**Appointed:** 1965  
BA, Cornell University, 1951  
MA, University of Virginia, 1954  
PhD, Cornell University, 1964

**Specialization:** Southeast Asian art and art history, with a focus on ceramics

**Academic Experience:**

**Recent Publications:**

**Distinctions:**

**Overseas Experience:** Thailand

**Language Competence:**

**Courses Taught:**

**Advising 2010-2014:** Completed: MA - 0, PhD -0 ; In progress: MA - 0, PhD - 0

**SIEGEL, JAMES**  
Emeritus Professor Emeritus  
Department of Anthropology  
**Date of Retirement:** 2008

**Appointed:** 1965  
BA, Harvard College, 1958  
PhD, University of California, Berkeley, 1966

**Specialization:** Religion, Sociology of Language, Politics, Literature, Crime, Catastrophe

**Academic Experience:** 1965-2008, Professor and Researcher, Cornell University

**Recent Publications:** (2010) *Objects and Objections of Ethnography*, (Fordham University Press

**Distinctions:** Mellon Award for Emeritus Professors

**Overseas Experience:** Indonesia

**Language Competence:** French (4), Indonesian (5), Acehnese (3), Javanese (2)

**Courses Taught:**

**Advising 2010-2014:** Completed: MA - 0, PhD -0 ; In progress: MA - 0, PhD - 0

**WOLFF, JOHN U.**  
Emeritus Professor Emeritus  
Department of Linguistics  
**Date of Retirement:** 2003

**Appointed:** 1963  
BA, Cornell University, 1954  
MA, Cornell University, 1955  
PhD, Yale University, 1965

**Specialization:** Historical linguistics of the Austronesian languages; sociolinguistics, especially in Indonesia and the Philippines; language pedagogy; teaching of the languages of the Philippines and Indonesia

**Academic Experience:**

**Recent Publications:** (2010) "Proto-Austronesian Phonology" with glossary 1150pp, Southeast Asia Program Publications, Cornell University

**Distinctions:**

**Overseas Experience:** Indonesia, Philippines

**Language Competence:** Indonesian (3), Tagalog (3), Cebuan (2)

**Courses Taught:**

**Advising 2010-2014:** Completed: MA - 0, PhD -0 ; In progress: MA - 0, PhD - 0

<b>JAGACINSKI, NGAMPIT</b>	<b>Appointed: 1989</b>
Non-tenure Senior Lecturer	BA, Thammasat University, 1968
Department of Asian Studies	MA, Ohio State University, 1980
<b>SEAP Time: 100 % of 100% FTE</b>	PhD, Ohio State University, 1987

**Professional Activities:** Language, culture and history of Bangkok area as well as north and northeastern regions of Thailand

**Pedagogy Training:** September 27-28, 2013, Organizing a workshop on pronunciation training and technology. The "Computer-Assisted Pronunciation Training Workshop". The workshop was a collaborative effort of various academic units: The Language Resource Center (LRC)

**Recent Publications:** Reflections of the Past: A Collection of Selected Poems from Sattrisan Magazine, 1970-1976. Compiled and edited by Ngampit Jagacinski, Jaruwan Engel, and Tyrell Haberkorn, Chiang Mai: Silkworm Books, 2013; A reference book on the Thai writing system (co-authored with Jaruwan Engel formerly at SUNY at Buffalo and Ratana Matsumura): Write and Learn Thai: A Reference Book Mae Ping: An Ancient Route in Thai History (co-authored with A. Aroonrut Wichienkeeo in the History Department at Rajabhat University in Chiang Mai, Thailand, Chotima Chaturawong in the Department of Architecture at Silapakorn University in Bangkok, Thailand, and Methi Chaisri, Deputy Head of Tha Chang District, Chiang Mai, Thailand Learning Thai from Children's Poems (co-authored with Jaruwan Engel formerly at SUNY at Buffalo)

**Overseas Experience:** Thailand, Burma (Myanmar)

**Language Competence:** Thai (5)

<b>MIN, KYI KYI</b>	<b>Appointed: 2013</b>
Non-tenure Teaching Associate	BS, Taunggyi University, Burma
Southeast Asia Program	B.Theology, Newburgh Theological Seminary & College of Bible, USA
<b>SEAP Time: 100 % of 100% FTE</b>	

**Specialization:** Science teaching at primary school; Burmese teaching for foreigners and English teaching for migrates students and workers; Principal of language school; Assistance Professor of Bible college; Translation services coordinator and scheduler; Translation and interpretation.

**Pedagogy Training:**

**Academic Experience:** 1997-2004, Science teacher at primary school in Burma; 2004-2008, English teacher. Home tuition teacher in Thailand. 2006-2008, Educational principal. Human Resource Development Program in Thailand. 2008-2009, On-call interpreter and full- time interpreter (MVR CR, Utica ,NY)2009-2012, Scheduler (MVR CR, Utica, NY) 2012-present, Translation Services Coordinator (Compass Interpreters MVR CR, Utica, NY) Teaching Associate at Cornell University, Ithaca, NY

**Overseas Experience:** Myanmar, Thailand, Canada

**Language Competence:** Burmese (5), English (4)

**Courses Taught:** BURM 3301, 3302

**Advising 2010-2014:** Completed: MA - 0, PhD -0 ; In progress: MA - 0, PhD – 0



**MYINT, SWE SWE**

Visiting Lecturer; Technical Services Assistant III  
 Department of Asian Studies  
 Echols Collection on Southeast Asia, Kroch Library  
**SEAP Time:** 100 % of 100% FTE

**Appointed:** 2010

B. Com. Institute of Economics, Burma  
 D. of Accounting, Institute of Economics, Burma

**Specialization:** Burmese Language; Responsible for searching, ordering, receiving, claiming and invoice approval for periodicals/newspapers and serial publications with a primary focus on Myanmar (Burma). Reference and collection development duties that are directly related to materials in Burmese. Unpack and receive Southeast Asian monographic titles.

**Pedagogy Training:** 2013, participated in hosting a LRC event workshop : Computer-Assisted Pronunciation Training Workshop; 2010-2011, Trained by Senior Lecture Thuy D. Tranviet for teaching methods.

**Recent Publications:** (2013) Burmese: phrase book & dictionary; Berlitz publisher : ISBN # 978-178-004-398-2

**Overseas Experience:** Myanmar, Singapore

**Language Competence:** Burmese (5), English (4)

**Courses Taught:** BURM 1121, 2201, 1122, 2202, 2204

**PANDIN, JOLANDA M.**

Non-tenure Senior Lecturer  
 Department of Asian Studies  
**SEAP Time:** 100 % of 100% FTE

**Appointed:** 2006

MA, University of Wisconsin-Madison, 2000  
 MS, University of Wisconsin-Madison, 2001

**Specialization:** Indonesian language and secondarily life sciences communication.

**Pedagogy Training:** Fall 2013, Collaborated with the instructors of Khmer, Burmese, and Thai languages at Cornell, hosted a language teaching workshop on computer assisted pronunciation technology, Cornell Language Resource Center, Cornell Southeast Asia Program, Asian Studies Department at Cornell, Cornell East Asia Program, and Council of Teachers of Southeast Asian Languages; Fall 2009, 2010, 2011, 2012, 2013, Attended the LRC's end-of semester workshops; Spring 2013, Participated in the Annual Conference of NEALLT (Northeast Association of Language Learning and Technology) at Cornell; Spring 2012, Participated in a workshop for the collaborative distance learning project of LCTL between Cornell, Columbia and Yale. "Media Richness Theory and Rich and Lean Communication Technologies for Distance Learning," presented at the COTSEAL panel and business meeting at the NCOLTCL, Madison, Wisconsin (2012); Fall 2011 – present, Participated in a collaborative distance learning project by offering advanced Indonesian to students at Cornell, Yale, and Columbia students starting beginning in Fall 2012; Spring 2011, Attended a LRC guest lecture on "Using Student Evidence to Guide Curriculum and Instruction"; Fall 2010, Participated at the Reading Materials Workshop at UW-Madison in September 2010; Spring 2010, Attended presentations on "Responding to Student Writing" and "Reading and Assessing Reading" at LRC in March and May 2010 respectively. Attended a workshop on "Teaching and Testing Reading Skills" at UW-Madison in April 2010.

**Academic Experience:** 1997-2001, Professor at the University of Wisconsin-Madison, 2000-2005, the University of British Columbia, 1999-2005, Southeast Asian Studies Institute (SEASSI) of the University of Oregon-Eugene and University of Wisconsin

**Recent Publications:** February 2014, Producing Indonesia: The State of the Field of Indonesian Studies, published by Southeast Asia Program at Cornell (Co-contributor with Dr. Abigail Cohn for the chapter on Indonesian linguistics and literature).

**Overseas Experience:** Indonesia

**Language Competence:** Indonesian (5), English (2)

**Courses Taught:** INDO 1121, 2201, 3301, 1122, 2202, 3302

**PHAN, HANNAH**

Non-tenure Senior Lecturer  
Department of Asian Studies

SEAP Time: 100 % of 100% FTE

**Appointed: 2005**

BA, Phnom Penh University, 1992  
MPS, Cornell University, 1998

**Professional Activities:** Khmer Language

**Pedagogy Training:** Feb 7th, Feb 14th, and April 11th 2014, attended Yale Shared Course Initiative workshops via videoconference on Assessing Speaking, Language Resource Center; Dec 10th 2013, attended end of semester Language Resource Center workshop; October 2013, Gave a talk "In search of the holy grail of classroom language learning success: Is it Aptitude?", Language Resource Center; September 2013, Attended Computer- Assisted Pronunciation workshop, Language Resource Center. August 2013, Participated in an individual training on teaching Distance Learning courses via videoconference provided by a Language Resource Center technician; 2011, Participated in a re-qualification training by ACTFL and continues to work with ACTFL as a certified Oral Proficiency Interview tester in the Khmer Language; 2009, attended American Council on the Teaching of Foreign Languages (ACTFL) workshop on Oral Proficiency Interview (OPI) and became a certified Oral Proficiency Interview tester in the Khmer language

**Academic Experience:** 2009- present, Oral Proficiency Tester, American Council on the Teaching of Foreign Languages (ACTFL), White Plains, NY; Summer 2006- summer 2007, Khmer Instructor, SEASSI, Madison, WI; March 2002- Aug 2005, Translator/Bilingual Teaching Assistant, Ithaca City School District, Ithaca, NY; March 1998- Aug 2001, Resident Initiatives Program Assistant, Ithaca Housing Authority, Ithaca, NY; 1986- 1996, English and Russian Instructor, Phnom Penh University, Cambodia; 1991- 1996, Khmer Culture Teacher, International School of Phnom Penh, Cambodia

**Recent Publications:** (2011) Contributor – reviewed and assisted with Colloquial Cambodian, 3rd edition

**Overseas Experience:** Singapore, Russia, Cambodia

**Language Competence:** Khmer (5), English (5), Russian (3), French (3)

**Courses Taught:** KHMER 1121, 1122, 2201, 2202, 2203, 2204, 3301, 3302, 4431, 4432

**SAVELLA, MARIA THERESA**

Non-tenure Senior Lecturer

Department of Asian Studies

SEAP Time: 100 % of 100% FTE

**Appointed: 2002**

BS, University of the Philippines, 1984

MA, University of the Philippines, 1997; MA, Cornell University, 2000

PhD, Cornell University, In progress

**Specialization:** Tagalog and Indonesian Languages

**Pedagogy Training:**

**Academic Experience:** 2008 - present, senior lecturer, 2002-2008, Lecturer, 2002-2006, Supervisor, Cornell University, Department of Asian Studies; 1997 - 2002, Teaching Assistant, 1991-1992, lecturer, 1989 - 1990, Coordinator, 1988 - 1990, Teaching Associate, Cornell University, Department of Modern Languages and Linguistics; 1994 - 1997, research associate, University of Philippines-Diliman, Department of Linguistics; 1993, Coordinator, University of Washington

**Recent Publications:** (2008) "The Tagalog Program at Cornell: Reflections on the Past and the Future", in the southeast Asia Program Fall Bulletin 2008, Cornell University; With John U. Wolff and Der-Hwa Rau. 1991, rev. 2005. Philipino Thourgh Self-Instruction. Ithaca, New York: Cornell Southeast Asia Program Publications

**Distinctions:**

**Overseas Experience:** Philippines

**Language Competence:** Tagalog (5), Indonesian (2), Spanish (1)

**Courses Taught:** TAG 1121, 2201, 3301, 4431, 1122, 2202, 3302, 4432

**TRANVIET, THUY**

Non-tenure Senior Lecturer

Department of Asian Studies

SEAP Time: 100 % of 100% FTE

Appointed: 1999

BA, University of California, Santa Barbara, 1986

MA, University of Michigan, 1996

PhD, Cornell University, 2014

**Specialization:**

1930s

Vietnamese language; Contemporary literature, especially satire in Vietnamese writings in the

**Pedagogy Training:**

November 7, 2012. "Curricularizing Reading Fluency" Facilitator: Neil Anderson. March 10, 2011. "Correcting Students' Speaking Errors: Maximizing language learning in a communicative curriculum" Facilitator: Judith Liskin-Gasparro. September 17, 2010: "Language learning during study abroad: missed chance or the opportunity of a lifetime?" Facilitator: Robert DeKeyser. March 16, 2010. "Responding to Student Writing." Facilitator: Charlene Polio. February 18, 2010. "Performance Based Assessment." Facilitator: Meng Yeh; (2013) New Approaches to Teaching Advanced Level Vietnamese Language to Heritage and Non-Heritage Students. Association for Asian Studies Annual Meeting, San Diego. (2011) Online Learning Communities for Less Commonly Taught Languages, National Foreign Language Resource Center, University of Hawai'i at Manoa, Honolulu, HI.

**Academic Experience:**

2010, Program Evaluator and Consultant, CIEE Study Abroad Program - Vietnam/Cambodia Program; 1999-2003, Lecturer of Vietnamese, Department of Asian Studies; 1995-1999, Department of Modern Languages.

**Recent Publications:**

(2013) New Approaches to Teaching Advanced Level Vietnamese Language to Heritage and Non-Heritage Students. Association for Asian Studies Annual Meeting, San Diego. (2011) Online Learning Communities for Less Commonly Taught Languages, National Foreign Language Resource Center, University of Hawai'i at Manoa, Honolulu, HI.

**Distinctions:****Overseas Experience:**

Lived, worked, and travelled to more than 40 countries including developing nations in Northeast, Southeast, South, and Central Asia, Central America, North Africa, and the Middle East.

**Language Competence:**

Vietnamese (5), Chinese (3), French (3), Spanish (1), Thai(1), Japanese(1), German (1)

**Courses Taught:**

VIET 1121, 2201, 2203, 3301, 1122, 2202, 2204, 3302



<b>ALLRED, SHORNA</b> (Affiliated Faculty)	<b>Appointed: 2007</b>
Tenured Associate Professor	BS, Pennsylvania State, 1994
Department of Natural Resources	MS, Pennsylvania State, 1997
<b>SEAP Time: 20 % of 100% FTE</b>	PhD, Oregon State University, 2001

**Specialization:** Combines human factors and natural sciences to improve resource management and conservation. To develop a fundamental understanding of human behavior for the purposes of improving resource conservation and management.

**Academic Experience:** 2007-2007, Associate Professor of Forestry and Natural Resources, Purdue University; 2001-2007, Assistant Professor, Purdue University; 1995-1997, Professional Development Education Coordinator, Pennsylvania State University

**Recent Publications:** (2013) Building individual and community capacity: The promise of environmental education in community-based natural resource management. In M. Krasny and J. Dillon (eds.), Trading Zones in Environmental Education: Creating Transdisciplinary Dialogue, p. 45-78. New York, NY: Peter Lang.

**Distinctions:** (2014-2015) Political Action and Mobilization around Climate Change. Atkinson Center for a Sustainable Future. (PI) \$17,500; (2013-2014) Kaplan Family Distinguished Faculty Fellows in Service Learning, Cornell University Public Service Center. (PI) \$5,000; . (2013-2014) Global Environmental Sustainability and Citizenship Service Learning Initiative. Mario Einaudi Center for International Studies, Cornell University Public Service Center. (PI) \$4,000; (2013-2014) Engaged Learning and Research Fellowship, Cornell University Center for Engaged Learning and Research. (PI) \$2,500.

**Overseas Experience:** Thailand, Malaysia

**Courses Taught:** NTRES 4990

**Advising 2010-2014:** Completed: MA - 5 (3, chair, 2 committee member), PhD - 3 (1 chair, 2 committee member); In progress: MA - 1 (1 chair), PhD - 4 (1 chair, 3 committee member)

<b>BARRETT, CHRISTOPHER</b> (Affiliated Faculty)	<b>Appointed: 1998</b>
Tenured Professor	AB, Princeton University, 1984
Department of Applied Economics & Management, Economics	MS, University of Oxford, 1985
<b>SEAP Time: 10 % of 100% FTE</b>	PhD, University of Wisconsin-Madison, 1994

**Specialization:** International development, environmental and resource economics, international trade, markets and price analysis, agricultural production and distribution, and applied econometrics

**Academic Experience:** January-July 2013, Visiting Professor, Department of Economics, Monash University (Australia); January-June 2013, Visiting Professor, Department of Economics, University of Melbourne (Australia); 2003-present, Research Fellow, Rural Development Research Consortium, Univ. of California-Berkeley; 1994 - 1998, Associate Professor and Assistant Professor, Department of Economics, Utah State University; 1992-1994, Adjunct Professor, Cardinal Stritch College, Program in Management for Adults, Madison, WI

**Recent Publications:** (FC) With Calistus N. Ngonghala, Mateusz M. Plucinski, Megan B. Murray, Paul E. Farmer, Donald C. Keenan and Matthew H. Bonds, "Poverty, disease and the ecology of complex systems," PLOS Biology; (January 2014) With Kazushi Takahashi, "The System of Rice Intensification and Its Impacts on Household Income and Child Schooling: Evidence from Rural Indonesia," American Journal of Agricultural Economics, volume 96, number 1 : pp.269-289,

**Distinctions:** (2013) USAID Science and Technology Pioneers Prize, Grand Prize winner; (2012-13) Fulbright Senior Scholarship to Australia; (2012) Agricultural and Applied Economics Association's Award for Outstanding Contribution to Applied Risk Analysis; (2012) Agricultural and Applied Economics Association's American Journal of Agricultural Economics best article award, honorable mention; (2011) CAL's Award for Outstanding Career Accomplishments in Science and Public Policy.

**Overseas Experience:** Australia, Belgium, Ethiopia, Germany, India, Indonesia, Kenya, Netherlands, United Kingdom

**Language Competence:** French (2), Swahili (1)

**Courses Taught:** AEM 2000, 4551, 4970, 4990, 6040, 6940, 7000, 7620, 7650, 7900, 8900, 9900; ECON 7650, 7660; NTRES 7900, 8900, 9900; IARD 6040; CRP 6490; SOC 4450

**Advising 2010-2014:** MA - 36 (21 chair, 15 committee member; Ph.D., (33, chair, 28 committee member)

**CAFFARELLA, ROSEMARY (Affiliated Faculty)**

Emerita Professor Emerita

Department of Education

**SEAP Time:** 10 % of 100% FTE**Appointed:** 2002

BA, Springfield College, 1968

MA/Ed.S, Michigan State University, 1973

Ph.D., Michigan State University, 1978

**Specialization:** Three major areas of research: 1) learning in adulthood; 2) planning and evaluating programs for adult learners ; and 3)breast cancer education in low-and middle income countries, with a focus on Malaysia.

**Academic Experience:** Assistant Dean of the Graduate School, University of Maine

**Recent Publications:** (2011) with M. Muhamad, N. Suhami (Planning Sustainable International Programs: A Case Study of a Malaysian Cancer Education Program (Toronto, Canada: University of Toronto, Proceedings of the 52nd Adult Education Research Conference); (2011) Beyond food insecurity: how context can help improve complementary feeding interventions. Food Nutrition Bulletin. 32:244-253

**Distinctions:** (2014) Fulbright Specialist Award; (2009) Malcolm Knowles Memorial Award

**Overseas Experience:** Malaysia (2013, 2012, 2011)

**Language Competence:**

**Courses Taught:** EDUC 6970, EDUC 6980, EDUC 7000, EDUC 7010, EDUC 7020, EDUC 8900, EDUC 9900, EDUC 6970,

**CARLSON, ALLEN R. (Affiliated Faculty)**

Tenured Associate Professor

Department of Government

**SEAP Time:** 10 % of 100% FTE**Appointed:** 2000

BA, Colby College. 1991

MA, Yale University, 1993

PhD, Yale University, 2000

**Specialization:** International Relations; Chinese Foreign Policy, Asian Security

**Academic Experience:** 1998–2000, Yale University; 1995–1997, Foreign Affairs College, Beijing

**Recent Publications:** (2011) New Frontiers in China's Foreign Relations (Lexington); (2010) Contemporary Chinese Politics: New Sources, Methods and Field Strategies (Cambridge University Press); (2009) A Flawed Perspective: The Limitations Inherent Within the Study of Chinese Nationalism. Nations and Nationalism, 15:20-35

**Distinctions:** (2005) National Committee on U.S.–China Relations, Public intellectuals Program Fellow; (2004–2005) Fulbright-Hays Faculty Research Abroad Fellow at Peking University; National Science Foundation (NSF) Fellow; (June 2002) Participant, First Annual Sino–United States Security Dialogue, Denver, Colorado

**Overseas Experience:** People's Republic of China, Taiwan

**Language Competence:** Chinese (5)

**Courses Taught:** ASIAN 3327, 4402, 4448, 4475; CAPS 3827, 4827, 4870; GOVT 3827, 3957, 4827, 4877, 4999, 6067, 6827, 6877, 7999

**Advising 2010-2014:** 8

<b>CHI, LILY (Affiliated Faculty)</b>		<b>Appointed: 1995</b>
Tenured Associate Professor		B.Arch, Carleton University, 1984
Department of Architecture		MPhil, Cambridge University, 1986
<b>SEAP Time: 10 % of 100% FTE</b>		PhD, McGill University

**Specialization:** Contemporary design research, 18th to 21st-century theory and criticism, and architectural drawing/representation

**Academic Experience:** 2000-2004, Design Editor, Journal of Architectural Education

**Recent Publications:** (FC) "City building, war, and propaganda in 20th century Saigon."

**Distinctions:**

**Overseas Experience:** Singapore, Vietnam

**Language Competence:** Vietnamese (1), Spanish (1), Thai (2), Korean (5)

**Courses Taught:** ARCH 5902

<b>HARVELL, CATHERINE DREW (Affiliated Faculty)</b>		<b>Appointed: 1986</b>
Tenured Professor		BSc, University of Alberta, Edmonton, 1978
Department of Ecology and Evolutionary Biology		Ph.D., University of Washington, 1985
<b>SEAP Time: 10 % of 100% FTE</b>		

**Specialization:** Marine ecology and disease, Marine Invertebrate Biodiversity, and Tropical Biology

**Academic Experience:** 2008-present Senior Scientist, The Kohala Center, Hawaii; 2004 Vice President, Society of American Naturalists; 2002-2008 Board of Editors, Annual Reviews of Ecology and Systematics

**Recent Publications:** (2014) With Burge, C. A., C. M. Eakin, C. S. Friedman, B. Froelich, P. K. Hershberger, E. E Hofmann, L. E. Petes, K. C. Prager, E. W. Weil, B. L. Willis, and S. E. Ford. Climate Change Influences on Marine Infectious Diseases: Implications for Management and Society. Annual Review of Marine Sciences 6: 1.1-1.29; (2013) With Altizer S., R. S. Ostfeld, P. T. Johnson, and S. Kutz. Climate Change and Infectious Diseases: From Evidence to a Predictive Framework. Science 341: 514-519.

**Courses Taught:** BIOEE 4620, 4770, 6900

**Advising 2010-2014:** Completed: MA - 0, PhD -0 ; In progress: MA - 0, PhD - 1



<b>KAROLYI, ANDREW</b> (Affiliated Faculty) Non-tenure Professor Johnson Graduate School of Management <b>SEAP Time:</b> 10 % of 100% FTE	<b>Appointed:</b> 2009 BA, McGill University, 1983 MA, University of Ottawa, 1985; MBA, University of Chicago, 1987 PhD, University of Chicago, 1989
--	---

**Specialization:** International Financial Markets; Finance and Global Business

**Academic Experience:** 1989-2009, Assistant Professor/Professor of Finance, Ohio State University

**Recent Publications:** (2013) "The U.S. Left Behind? Financial Globalization and the Rise of IPO Activity Around the World" (with Craig Doidge and René Stulz), *Journal of Financial Economics*, 110(3), 546-573; (2012) "Corporate Governance, Agency Problems and International Cross-Listings: A Defense of the Bonding Hypothesis," December 2012, *Emerging Markets Review* 13(4), 516-547; (2012) Karolyi, Andrew; Lee, Kuan-Hui; Van Dijk, Mathijs. "Understanding Commonality in Liquidity around the World" *Journal of Financial Economics* 105.1, 82-112;

**Distinctions:** (2012) STAR Teaching award, Johnson Executive MBA Class, (2010) Johnson School Research Award, (2004) Fama/DFA Best Paper Award in *Journal of Financial Economics*; (2005-06) Best Paper Award, *Journal of Empirical Finance*; (2006, 2004, 2003) Outstanding Professor Award, Ohio State MBA Class; (2003-present) Who's Who in Economics

**Overseas Experience:**

**Language Competence:** English (5), Hungarian (5), French (3), German (2)

**Courses Taught:** NCCB 5060; NBBA 5510

<b>MCCOUCH, SUSAN RUTHERFORD</b> (Affiliated Faculty) Tenured Professor Department of Plant Breeding and Genetics, Plant Biology <b>SEAP Time:</b> 10 % of 100% FTE	<b>Appointed:</b> 1995 Ph.D., Cornell University, 1990
--	---

**Specialization:** Interests include understanding the process of rice domestication, examining how rice diversity is partitioned genetically and distributed geographically, and developing new strategies for recombining genes and quantitative trait loci (QTL) to enhance plant performance in agriculture.

**Academic Experience:**

**Recent Publications:** (2013) High-throughput 2D root system phenotyping platform facilitates genetic analysis of root growth and development. *Plant, Cell and Environment*. 36:454-466; (2012) Genomics of gene banks: A case study in rice. *American Journal of Botany*. 99:407-423; (2012) Nomenclature report on rice WRKY's – Conflict regarding gene names and its solution.. *RICE*. 5:3.

**Distinctions:** (2007) Golden Sickle Award

**Overseas Experience:** Philippines (annually 2005-present)

**Language Competence:**

**Courses Taught:** BIOPL 7490, PLBR 2990, PLBR 5990, PLBR 7900, PLBR 8900, PLBR 9900, PLBR 2010, BIOPL 7420, BIOPL 7490

<b>PARROT, ANDREA</b> (Affiliated Faculty)	<b>Appointed:</b> 1981
Tenured Professor	BS, SUNY Plattsburgh, 1975
Department of Policy Analysis and Management	MA, SUNY Albany, 1977
SEAP Time: 25 % of 100% FTE	PhD, Cornell University, 1981

**Specialization:** Global Violence Against Women, Women's Human Rights, Women's Health, Human Sexuality

**Academic Experience:** 1984 – present, Upstate Medical University, Currently Director of the Clinical Campus Program in Human Sexuality

**Recent Publications:** (2012) Parrot, A., Sexual Slavery against Girls and Women Worldwide. Angela Browne-Miller (ed) in Violence and Abuse in Society, volume three, pp. 271-287.. Oxford: Praeger; (2011) Parrot, A., Human Rights and the Health Status of Girls and Young Women in Afghanistan under the new Democracy: Forced and Child Marriages. Barbara Wejnert (ed) in the special issue of Research in Political Sociology on Democracies: Challenges to Societal Health, volume 19, pp. 11 - 25; (2009) Parrot, A., Impact of Culture on Lactation Policies: The case of the United States and Liberia in Safe Motherhood in a Globalized World Barbara Wejnert, Suzanne Steinmetz, Nirupama Prakash (eds). New York: Routledge.

**Distinctions:** (1994) Cook Award presented by the Advisory Committee on the Status of Women, Cornell University; (2000) NI Richard Cross Award for Significant Contributions to Public Sexuality Education (Robert Wood Johnson Medical School); (2002) Sex, Gender and Violence program travel/research award through the Cornell Law School; (2001, 2002, 2003, 2005, 2009) International Women's Day Award for Significant Contributions to International Women at Cornell

**Overseas Experience:** India, Afghanistan, Kyrgyzstan, Asia, Egypt, South Africa, Croatia

**Language Competence:** Spanish (2)

**Courses Taught:** FGSS 3500, 3501, 4051, 4480; PAM 3500, 3501, 3800, 4000, 4010, 4020, 4030, 4050, 4440, 4990, 5520, 6000

**Advising 2010-2014:** 2

<b>POCZTER, SHARON</b> (Affiliated Faculty)	<b>Appointed:</b> 2011
Non-tenure Assistant Professor	BA, Cornell University, 2001
Department of Applied Economics and Management	MSc, University of California, Berkeley, 2008
SEAP Time: 30 % of 100% FTE	PhD., University of California, Berkeley, 2011

**Specialization:** Emerging Markets, Financial Economics, Industrial Organization and Competitiveness

**Academic Experience:**

**Recent Publications:** (2012) "Financial Crisis and Productivity Evolution: Evidence from Indonesia" in World Economy; (Under Review) "The Long Term Effects of Bank Recapitalization: Evidence from Indonesia"; (Under Review) "How Privatization Impacts Performance: Evidence from Indonesia"; (Work in Progress) "The Indonesian Post-Suharto Political Landscape" (with Tom Pepinsky).

**Distinctions:** (2012) Affinito-Stewart Grant Recipient for Junior Female Faculty Promising Research \$4,500

**Overseas Experience:** Indonesia

**Language Competence:**

**Courses Taught:** AEM 2601 , 4940



<b>RADCLIFFE, ROBIN</b> (Affiliated Faculty)	<b>Appointed: 2006</b>
Non-tenure Adjunct Assistant Professor	BVSc, University of Minnesota, 1989
Department of Veterinary Medicine	DVM, University of Minnesota, 1991
<b>SEAP Time:</b> 15 % of 100% FTE	DACZM, American College of Zoological Medicine, 2001

**Specialization:** Conservation medicine; health training and field research partnerships; endangered species; rhinoceroses in Africa and Indonesia

**Academic Experience:** 2010-present, Cornell Conservation Medicine Program, Cornell University; 2003-2010, Veterinary Advisor to Sumatran Rhino Program, IRF

**Recent Publications:** (2013) "Hematology and serum biochemistry of Sumatran rhinoceroses" (*Dicerorhinus sumatrensis*) in a rainforest sanctuary in Way Kambas National Park, Indonesia. *J. Zoo Wildl. Med.* 44(2): 280-284; m; (2012) "Browse diversity and iron loading in captive Sumatran rhinoceroses (*Dicerorhinus sumatrensis*): a comparison of sanctuary and zoological populations." *J. Zoo Wildl. Med.* 43(3): S65-S72.

**Distinctions:**

**Overseas Experience:** Indonesia, Namibia, South Africa, Zimbabwe, Botswana

**Language Competence:**

**Courses Taught:** VETCS 1200

<b>SNIADOCKI, J.P.</b> (Affiliated Faculty)	<b>Appointed: 2013</b>
Non-tenure Assistant Professor	BA, Grand Valley State University, 2002
Department of Performing and Media Arts	MA, Harvard University, 2007
<b>SEAP Time:</b> 15 % of 100% FTE	PhD, Harvard University, 2013

**Specialization:** Film, documentaries, ethnography of China everyday lives.

**Academic Experience:** (2004 - 2005) Assistant Director/Instructor, Working Classics Leadership Program, MI;

**Recent Publications:** (May 2014) "Chai-Qian/Demolition: Reflections on Media Practice" in *Visual Anthropology Review*, eds. Brent Luvaas and Maris Gillette.

**Distinctions:** (2014) Einaudi Seed Grant, Cornell University; (2014) LEF Post-production grant, The Iron Ministry; (2013) "Best Experimental Film" – Beijing Independent Film Festival, Yumen

**Overseas Experience:** China

**Language Competence:** Chinese (5)

**Courses Taught:** PMA 3570, 4570, 4585

<b>TUCKER, TERRY W. (Affiliated Faculty)</b> Non-tenure Associate Director/Senior Lecturer International Programs- College of Agriculture & Life Sciences <b>SEAP Time:</b> 10 % of 100% FTE	<b>Appointed:</b> 1995 BA, University of Pennsylvania, 1975 M.Ed., Pennsylvania State University, 1983 PhD, Cornell University, 1998
---	---

**Specialization:** Emerging alternatives to centralized, national government-funded agricultural research and extension, both in terms of structure or institutional frameworks (e.g. devolution, NGO-led programs, and government-civil society partnerships) as well as approach (e.g. participatory alternatives to conventional technology transfer)

**Academic Experience:** (2010-2013) Dean, School of Arts & Science, SUNY Alfred; (2000-2010) Director, International Academic and Professional Development Programs for the College of Agriculture and Life Sciences, Cornell University; (2000-2010) Associate Director, Cornell International Institute for Food, Agriculture and Development (CIIFAD), Cornell University; (1983-P1995) Professor of Agricultural Economics, SUNY Alfred

**Recent Publications:** (2013) With McRoberts, K., Nicholson, C., Blake, R., Tucker, T. and Diaz Padilla, G. *Group Model Building to Assess Rural Dairy Cooperative Feasibility in South-Central Mexico*. International Food and Agribusiness Management Review. Volume 16, Issue 3; (2012). *Fostering Food System Entrepreneurship through Experiential Learning in Post-Secondary Education*. Education for Sustainable Food Systems Conference. Alliance for Sustainability. October 19-20. Charleston, WV; (2012). *Incubating Innovation for Sustainable Agriculture: The Role of Higher Education*. Growing the Appalachian Food Economy: A Forum on Local Food Systems and Sustainable Agriculture. Appalachian Regional Commission. April 3-4, 2012. Asheville, NC; (2011). *Examining the Role of Academic Programs in Advancing Food Security*. Regional Conference on Food Security in the Middle East and North Africa: The Role of Academic and Research Institutions. June 2-3. American University of Beirut, Lebanon.

**Overseas Experience:** Philippines, Thailand

**Language Competence:** Tagalog (2)

**Courses Taught:** IARD 7830

<b>UPHOFF, NORMAN THOMAS (Affiliated Faculty)</b> Emeritus Professor and CIPA Director Department of Government <b>SEAP Time:</b> 10 % of 100% FTE	<b>Appointed:</b> 1970 BA, University of Minnesota, 1963 MPA, Princeton University, 1966 PhD, University of California, Berkeley, 1970
---	---

**Specialization:** Agroecology, development administration, participatory development, social capital, soil biology.

**Academic Experience:** (2009-Present), associate editor, NJAS - Wageningen Journal of Life Sciences; (2004-Present) Asia-Pacific Journal of Rural Development (Centre on Integrated Rural Development for Asia and the Pacific), Editorial Advisory Board,

**Recent Publications:** (FC 2014) The System of Rice Intensification (SRI) The System of Crop Intensification: Reports from the field on improving agricultural productivity, food security, and resilience to climate change for multiple crops, with others. Agriculture and Food Security: (2014) SCI: The System of Crop Intensification – Agroecological Innovations for Improving Agricultural Productivity, Food Security and Resilience to Climate Change, with others, SRI-Rice, Cornell University; (2013) Alternative paths to food security, in Handbook on Food, Politics and Society, ed. Ronald Herring, Oxford University Press, Oxford, UK

**Distinctions:** (2005) SEED Award (Supporting Entrepreneurs for Environment and Development), program established by UNDP, UNEP and IUCN; (2003-2005) Extraordinary Professor, University of the Free State, Bloemfontein, South Africa; (2002) Lifetime Achievement Award, from Farmer-Managed Irrigation Systems Trust, Kathmandu; (2002) Distinguished Achievement Award, University of Minnesota; (2000-2002) Extraordinary Professor, University of Pretoria, South Africa

**Overseas Experience:** Philippines 2009; Vietnam 2010; Indonesia and Malaysia 2011; Cambodia and Thailand 2013:

**Language Competence:** German (4), Sinhala (1)

**Courses Taught:** GOVT 6927; IARD 5970, 6030

<b>WAN, HENRY (Affiliated Faculty)</b>		<b>Appointed: 1970</b>
Tenured Professor		BA, National Taiwan University, 1952
Department of Economics		MA, Bucknell University, 1958
SEAP Time: 10 % of 100% FTE		PhD, Massachusetts Institute of Technology, 1961

**Specialization:** Development under Globalization; The economics of East Asia; Industrial Policy; Welfare Economics of International Trade

**Academic Experience:** 1965, UC Davis; 1964–1965, University of Washington; 1961–1963, National Taiwan Univ

**Recent Publications:** (2009) Trading under Strategic Self -Constraint in Kamihigashi, T. and L. Zhao (eds). International Trade and Economic Dynamics – in Memory of Koji Shimomura, Springer.

**Distinctions:** (2005) Keynote Speaker, Conference on “Dynamics, Economic Growth, and International Trade”; (2005) Distinguished Speaker, “Singapore Economic Review Conference”; (1993) President, Chinese Economic Association in North America; Visiting Scholar, Board of Governors, The Federal Reserve System; Member: Comparative Economic Development Program, Institute of Economics Research, Academia Sinica, Nankang, Taiwan

**Overseas Experience:** Taiwan, China

**Language Competence:** Chinese (5), English (5)

**Courses Taught:** ECON 3140, 4450, 4730

**Advising 2010-2014:** 3

<b>WHITMAN, JOHN (Affiliated Faculty)</b>		<b>Appointed: 1992</b>
Tenured Professor		BA, Harvard College, 1976
Department of Linguistics		MA, Tsukuba University, 1980
SEAP Time: 20 % of 100% FTE		PhD, Harvard University, 1985

**Specialization:** Language variation, historical linguistics and language acquisition, Jingpho language of Kachin State

**Academic Experience:** August 2010-present, Visiting Professor, National Institute for Japanese Language and Linguistics, Tokyo; July 2006-June 2010, Chair, Department of Linguistics, Cornell University; September 1985–August 1987. Assistant Professor, Dept. of Linguistics, Harvard University;

**Recent Publications:** (FC) "The Phonological Basis for the Comparison of Japanese and Korean" Ann Arbor, Michigan Monographs in Japanese Studies

**Distinctions:**

**Overseas Experience:** Japan, Korea

**Language Competence:** Japanese (5), Korean (5), Jingpho 33

**Courses Taught:** LING 6600

**ZHENG, LIREN** (Affiliated Faculty)  
Non-tenure Assistant Professor Adjunct, Curator  
Department of Asian Studies  
**SEAP Time:** 10 % of 100% FTE

**Appointed:** 2006  
BA, Xiamen University, 1982  
MA, Cornell University, 1989  
PhD, Cornell University, 1997

**Specialization:** Overseas Chinese

**Academic Experience:** 1998 - 2006, Curator, The Dr. Shao You-Bao Overseas Chinese Research and Documentation Center, Ohio University Library; 2006 - the Present, Curator, The Charles W. Wason Collection on East Asia, Cornell University Library

**Recent Publications:** (2012) Liren Zheng: "Chinese through the Americas" in The International Journal of Diasporic Chinese Studies (Vol.4, No.1, June 2012), PP. 75-84; (2012) Liren Zheng: "Chinese Overseas" in Andrea L. Stanton, ed. Cultural Sociology of the Middle East, Asia, and Africa (Thousand Oaks, California: Sage Publications) (2010) Liren Zheng: "The Wason Collection on East Asia: A Resonance of Cornell University's Motto" in Peter X. Zhou, ed. Collecting Asia: East Asia Libraries in North America, 1868-2008 (Ann Arbor, Michigan: Association for Asian Studies, 2010), pp.92-103

**Distinctions:** (2013-present) Associate Editor, American Review of China Studies; (2013-present) Editor-in-Chief, Journal of Society for Chinese Studies Librarians; (2011-present) Editor, Overseas Chinese History Studies; (2010-14) Chair, Committee for Professional Activities, Society for Chinese Studies Librarians; (2010-14) Advisory Professor, Zhanjiang Normal University, China

**Overseas Experience:** China

**Language Competence:** Chinese (5), English (4)

**Courses Taught:** HIST 4062, 6062



**CONNER, FRED**

Publications Assistant Editor (Professional Staff)

Publications, Southeast Asia Program

**SEAP Time:** 100 % of 100% FTE**Appointed:** 2006

BS, Cornell University, 1977

**Professional Activities:** Assist Managing Editor in the functions necessary for book and journal production: vetting manuscripts, editing and formatting accepted manuscripts, determining qualified readers, meeting with editorial board, and communicating with authors. Update web pages, prepare journal content for online access, market new books, produce annual book catalog, provide Cornell University Press with catalog copy, develop advertising pieces, and perform some administration and correspondence duties, basic office management and grant writing.

**DICKINSON, CYNTHIA**

Publications Distribution Manager (Professional Staff)

Publications, Southeast Asia Program

**SEAP Time:** 100 % of 100% FTE**Appointed:** 2012

AAS, Tompkins Cortland Community College, 1985

**Professional Activities:** Utilize Peachtree Accounting software for sales orders, invoices, and to track sales of the journal of Indonesia. Implement and oversee all inventory and fulfillment operations of subscription and print orders. Handle administrative tasks that include answering phones, responding to faxes, ordering office supplies, filing, mail, copying, and customer service. Maintain and assess the financial accounts for Southeast Asia Program Publications with the Managing Editor. Process shipment for most institutional print subscription orders of a semi-annual journal using international and domestic shipping carriers. Organize and provide preparatory needs associated with book exhibits at conferences; these include making travel arrangements for booth attendees, generating order forms, and shipping of publications and exhibition supplies.

**DRAPER, MELINA**

Outreach Coordinator (Professional Staff)

Southeast Asia Program

**SEAP Time:** 100 % of 100% FTE**Appointed:** 2012

BA, The Colorado College, 1997

MA, University of New Hampshire, 2002

MFA, University of Alaska Fairbanks, 2010

**Professional Activities:** Conduct outreach activities related to Southeast Asia, including teacher training workshops and presentations, organizing lectures, films, curriculum content development, classroom demonstrations and language classes. Develop outreach resources, including a lending library, cultural explorer boxes, and curriculum. Editor of the SEAP bulletin.

**Academic Experience:** 2003-2007, Instructor, Northern Essex Community College

**Recent Publications:** (2014) Later the House Stood Empty, Boreal Books, Red Hen Press

**Distinctions:** (2012) Individual Artist Award, Rasmuson Foundation

**Language Competence:** Spanish (4)

<b>FISHEL, THAMORA</b>	<b>Appointed: 2012</b>
Associate Director (Professional Staff)	BA, Yale University, 1988
Southeast Asia Program	MA, Cornell University, 1996
<b>SEAP Time: 100 % of 100% FTE</b>	PhD, Cornell University, 1999

**Professional Activities:** Serves as assistant to the Director. Provides overall management and coordination for the Southeast Asia Program (SEAP). Oversees finance and human resource operations in compliance in applicable University or external policies. Oversees and coordinates the administrative aspects of academic program (e.g. faculty symposia or programming) as requested by faculty or assigned by the Director. Identifies and develops reports, grants or opportunities to ensure that strategic goals of Program are met. Anticipates and facilitates faculty, students, colleagues, visitors, or public requests. Monitors and schedules administrative work flow. Conceptualizes and develops communication on behalf of the Program, especially its web-page. Serves as the initial public relations contact to foster collegial relations with internal and external entities to enhance SEAP's reputation and ensure a positive outcome in all interactions. Develops and provides systems to make historical and transactional information readily available to Director in absence of administrative personnel. Develops and maintains positive collaborative relationships with internal Cornell entities as well as external constituents. Women's Studies, Southeast Asian Studies, Political Anthropology

**Academic Experience:** 2007 -2012, Outreach Coordinator, Cornell University; 2003-2007, Assistant Professor, California State University.

**Distinctions:** NYCAS Executive Board Member (2009-2012)

**Overseas Experience:** Thailand, Burma (Myanmar)

**Language Competence:** Thai (3)

<b>GROSSMAN, SARAH</b>	<b>Appointed: 2014</b>
Publications, Managing Editor (Professional Staff)	BA, Bryn Mawr, 1999
Southeast Asia Program	MA, Cornell University, 2004
<b>SEAP Time: 100 % of 100% FTE</b>	Ph.D, University of New Mexico, 2012

**Professional Activities:** Developing and overseeing production of two SEAP monograph series with the Editorial Board, the journal, *Indonesia*, with the journal's Editorial Advisory Board, and Cornell Modern Indonesia Project with the Project Director. Other duties include corresponding with authors and reviewers, copy-editing and computer formatting and preparation of the final copy for the printer. Supervision of assistant editor and business and distribution manager.

**Academic Experience:** 2013-2014, Dibner Research Fellow in the History of Science & Technology, Huntington Library; 2010 - 2013, Acquisitions Assistant, Cornell University

**Recent Publications:** (Under peer review), "Capital Mediators: American Mining Engineers in the US-Mexico Borders. 1850-1910," Yale University Press

**Distinctions:** (2009-2010) Alfred J. Beveridge Research Grant, American Historical Association; Alfred D. Chandler Travel Fellowship, Harvard Business School; the Trent R. Dames Civil Engineering History Fellowship.

**JOHNSON, MARGARET**

Evaluation Consultant; Visiting Lecturer (Professional Staff)

Institute for Public Affairs/Mario Einaudi Center for International Studies

**SEAP Time:** 30 % of 100% FTE**Appointed:** 2014

BA, State University of New York, Potsdam, 1987

MPA, Cornell University, 2007

PhD, Cornell University, 2012

**Professional Activities:** Provide program evaluation consulting services, including training and technical assistance for social and educational programs, evaluation and program planning, grant proposal development and evaluation policy development, setting criteria for program development.

**Academic Experience:** August 2012-Present, Instructor, Cornell Institute for Public Affairs (CIPA); March 2012-Present, Senior Consultant, Finger Lakes Law & Social Policy Center, Inc.; 2008-present, Affiliate, Cornell Office for Research on Evaluation (CORE).

**Distinctions:** Contributing grant writer Enhancing the Environment for STEM Education - Grant awarded 2012; Promoting Research and Innovation in Methodologies for Evaluation National Science Foundation Principle Investigator: William Trochim; Contributing grant writer, Building Evaluation Capacity in the CCE Systems and Programs - Grant awarded 2012 Smith-Lever funding New York State Cooperative Extension, Principle Investigator: William Trochim.

**KOSCHMANN, NICOLE**

Education Outreach Coordinator (Professional Staff)

Mario Einaudi Center for International Studies

**SEAP Time:** 30 % of 100% FTE**Appointed:** 2009

MFA, Syracuse University, 1998

**Professional Activities:** Promoting global competency and understanding of global languages, cultures and current affairs, in the elementary, secondary and post-secondary institutions and classrooms, and in the community. Developing and implementing programs, curriculum, teacher trainings, professional development workshops, and resources for K-12 students, teachers, afterschool program educators and community college faculty. Serving as liaison to the public media outlets, Cornell outreach staff, school district administrators, and community leaders. Collaborations with Cornell entities such as the art museum and libraries.

**Academic Experience:** 2002 - 2008, Assistant professor, University of Arizona

**Distinctions:** (2014) Facilitator, Uncommon Approaches to the Common Core Regional meeting; (2013) Presenter, Ohio State University Conference on Demonstrating the Impact on National Resource Centers;

**Overseas Experience:** Japan, Korea, Thailand, U.K, Mexico

**Language Competence:** Japanese (3)

**PULVER, MEGAN**

Administrative Assistant (Professional Staff)

Southeast Asia Program, Southeast Asia Program

**SEAP Time:** 100 % of 100% FTE

**Appointed:** 2012  
BA, Cornell University, 2011

**Professional Activities:** Assists the Director, Associate Director, faculty, staff and students. Corresponds with faculty, staff, students and visitors to coordinate and facilitate their involvement with the Southeast Asia Program and/or Cornell. Schedules, coordinates and maintains records of Program meetings and events. Coordinates travel arrangements for visitors, speakers and Directors. Oversees all development and maintenance of database records on students, staff, faculty, faculty associates in research, clients, alumni and associated reports and mailings. Tracks financial transactions for SEAP administrative and outreach offices. Maintains SEAP's internal policies and procedures manuals and external compliance information which affect operations of SEAP. Procures and inventories equipment and supplies for office all operations and programming. Responsible for development of some and delivery of all SEAP announcements on its list-serve, Bulletin mailing (2,000 alumni and colleagues), campus mailing (93 clients) and the SEAP Web page. First line public relations role as receptionist and assistant to the Director, Associate Director, and the Program at large.

**Academic Experience:** (2011) English as a Foreign Language Teacher in Guangzhou .

**Overseas Experience:** China

**Language Competence:** Burmese (1), Chinese (3)



**ABEL, BEN** (Library Staff)  
Acquisitions Assistant  
Echols Collection on Southeast Asia, Kroch Library  
**SEAP Time:** 100 % of 100% FTE

**Appointed:** 1986  
Universitas Palangka Raya (Unpar)

**Professional Activities:** (50% Serials Assistant, 50% Collections Assistant) Inputting online holdings information for Southeast Asia serials. Supervising inputting of online records of large microfiche sets. Reference specialist for Indonesia, Malaysia, Brunei, and Singapore.

**Academic Experience:** Southeast Asia Serials/Collections Assistant

**Overseas Experience:** Indonesia, Java, Borneo

**Language Competence:** Ngaju (5), Indonesia (5), Banjar (4), Melayu (3), Thai (1)

**ATKINSON, CAROLE** (Library Staff)  
Sr. Information Assistant, Asia Desk  
Echols Collection on Southeast Asia, Kroch Library  
**SEAP Time:** 33 % of 100% FTE

**Appointed:** 1992  
BA, University of the Pacific, 1965  
Teaching Credential, San Jose State University, 1969  
MA Library Science, University of Iowa, 1987

**Professional Activities:** Asia reading room information desk: Answering basic reference and research questions; performing a variety of duties relating to reading room, reference collection, Echols (Southeast Asia collections): Processing copy and microfilm duplication requests from institutions and individuals; preparing materials for filming projects

**Academic Experience:** Interlibrary loan assistant, Reference Library, HQ USAREUR Heidelberg; ; Circulation & tech services assistant Harvard Law School; Art/Film/Music desk, Evanston Public Library; A/V desk and lab, tech services and reference desk, Iowa City Public Library.

**Language Competence:** German (3), French (2), Spanish (2), Russian (1), Indonesian (1)

**BUI, YEN** (Library Staff)  
Vietnamese Cataloger  
Echols Collection on Southeast Asia, Kroch Library  
**SEAP Time:** 100 % of 100% FTE

**Appointed:** 1977

**Professional Activities:** Cataloging materials in Vietnamese and Burmese. Create original catalog records in all formats following the appropriate national standards and Cornell University Library policies. Create name, uniform title, subject, and series headings as access points in bibliographic records, and cross-reference structure in authority records, which involved familiarity with national standards for machine-readable authority data, and may involve research in appropriate references sources or specialized reference tools.

**Overseas Experience:** Thailand

**Language Competence:** Vietnamese (3), French (2), Burmese (1)

**MCCARTY, APIKANYA** (Library Staff)

**Appointed: 1999**

Cataloger

Echols Collection on Southeast Asia, Kroch Library

**SEAP Time:** 100 % of 100% FTE

**Professional Activities:** Cataloging materials in Thai, Khmer, Lao language for Olin/Kroch Library. Create original catalog records in all formats following the appropriate national standards and Cornell University Library policies. Create name, uniform title, subject, and series headings as access points in bibliographic records, and cross-reference structure in authority records, which involves familiarity with national standards for machine-readable authority data, and may involve research in appropriate reference sources or specialized reference tools.

**Overseas Experience:** Thailand

**Language Competence:** Thai (3), Lao (3), Khmer (2)

**NASH, LORENA** (Library Staff)

**Appointed: 2007**

Administrative Supervisor

BA, Colorado College, 2003

Echols Collection on Southeast Asia, Kroch Library

MTS, Harvard Divinity School, 2007

**SEAP Time:** 100 % of 100% FTE

**Professional Activities:** Evaluating materials for condition and selecting the proper processing method for entry into the collection. Monitoring all accounts and funds using Excel and Office 2000. Processing telephone statements and balancing operating accounts. Selection of materials covering Asia in general.

**Language Competence:** Sanskrit (2), Pali (2), Latin (2), German (1)

**PETERSON, JEFFREY** (Library Staff)

**Appointed: 2005**

Southeast Asian Librarian

BA, California State University, San Bernardino, 1999

Echols Collection on Southeast Asia, Kroch Library

MS, University of Illinois, Urbana-Champaign, 2004

**SEAP Time:** 100 % of 100% FTE

MA, Northern Illinois University, 2005

**Professional Activities:** Assisting in the day to day operations of the Echols Collection, providing reference services, assisting in the selection of materials.

**Distinctions:** 1 award each - Irwin Lois Wells Fellowship from the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign; 3 Foreign Language and Area Studies Fellowships

**Language Competence:** Tagalog (2), Indonesian (2), Greek (1)

**ROSS, SARAH** (Library Staff)

**Appointed: 1986**

Cataloger

Echols Collection on Southeast Asia, Kroch Library

**SEAP Time:** 100 % of 100% FTE

**Professional Activities** Cataloging materials in Western languages, Indonesian/Malay, and Filipino languages. Create original catalog records in all formats following the appropriate national standards and Cornell University Library policies. Create name, uniform title, subject, and series headings as access points in bibliographic records, and cross-reference structure in authority records, which involves familiarity with national standards for machine-readable authority data, and may involve research in appropriate reference sources or specialized reference tools.

**Language Competence:** Indonesia (2)

**Cornell Southeast Asia Program Faculty Associates in Research (45) 2013-2014**

<b>Name</b>	<b>Title</b>	<b>Discipline/Department</b>	<b>Institution</b>
<b>Adityavarman, Ryadi</b>	Professor	Architecture	Kansas State University
<b>Amster, Matthew</b>	Assistant Professor	Anthropology	Gettysburg College
<b>Arnold, Brian</b>	Associate Professor	Photography/Fine Arts	NYSCC at Alfred University
<b>Bell, Peter F.</b>	Associate Professor Emeritus	Political Economy	SUNY Purchase
<b>Bensel, Terrence B.</b>	Associate Professor	Environmental Science	Allegheny College
<b>Bhasin, Balbir</b>	Professor	International Business	Sacred Heart University
<b>Bjork, Christopher B.</b>	Assistant Professor	Education	Vassar College
<b>Brigham, Robert K.</b>	Professor	History & International Relations	Vassar College
<b>Chua, Frank M.</b>	Assistant Professor	History	Mansfield University
<b>Collins, Charles D.</b>	Professor	International Studies Program	Rochester Institute of Technology
<b>Dentan, Robert K.</b>	Professor Emeritus	Anthropology	SUNY Buffalo
<b>DeVido, Elise</b>	Assistant Professor	History	St. Bonaventure University
<b>Deyo, Fred</b>	Professor	Sociology	Binghamton University
<b>Esara, Pilapa</b>	Assistant Professor	Anthropology	SUNY College at Brockport
<b>Felter, Maryanne</b>	Professor	English	Cayuga Community College
<b>Gaynor, Jennifer</b>	Assistant Professor	History	SUNY Buffalo
<b>Gibson, Thomas P.</b>	Professor	Anthropology	University of Rochester
<b>Glassman, Jim</b>	Assistant Professor	Geography	University of British Columbia
<b>Harris, Jack</b>	Professor	Sociology	Hobart and William Smith Colleges
<b>Herrmann, Kenneth J., Jr.</b>	Director	Vietnam Project	SUNY Brockport
<b>Katagiri, Nori</b>	Assistant Professor	International Security	Air War College
<b>Keating, Neal</b>	Assistant Professor	Anthropology	Brockport College - SUNY
<b>Kummer, David M.</b>	Assistant Professor	Geography & Economics	Westchester Community College
<b>Kusno, Abidin</b>	Associate Professor	Center for SEA Studies	University of British Columbia
<b>*Lee, Doreen</b>	Karl Loewenstein Fellow	Political Science	Northeastern University
<b>MacLean, Ken</b>	Assistant Professor	International Development	Clark University
<b>Musikawong, Sudarat</b>	Assistant Professor	Sociology	Siena College
<b>Osterreich, Shaianne</b>	Associate Professor	Economics	Ithaca College
<b>Path, Kosal</b>	Assistant Professor	Political Science	Brooklyn College - CUNY
<b>Pemberton, John</b>	Associate Professor	Anthropology	Columbia University
<b>Percival, Brian R.</b>	Lecturer	Art	CUNY Queens College
<b>Poon, Jessie P.H.</b>	Professor	Geography	SUNY Buffalo
<b>Raybeck, Douglas</b>	Professor Emeritus	Anthropology	Hamilton College
<b>Rumney, Thomas</b>	Professor	Geography	SUNY - Plattsburgh
<b>Schultz, Daniel F.</b>	Professor	Social Sciences	Cayuga Community College
<b>Shiffman, Jeremy</b>	Assistant Professor	Public Administration	American University
<b>Sidorowicz, Laura S.</b>	Professor	Social Psychology	Nassau Community College
<b>Sinanovic, Ermin</b>	Assistant Professor	Political Science	United State Naval Academy
<b>Tooker, Deborah E.</b>	Associate Professor	Anthropology	Le Moyne College
<b>Tran, Angie</b>	Professor	Soc.l & Behav. Sci. & Global Studies	Cal State Univ - Monterey Bay
<b>Weintraub, Andrew</b>	Associate Professor	Music	University of Pittsburgh
<b>Weiss, Meredith</b>	Assistant Professor	Political Science	SUNY - Albany
<b>White, Orvil</b>	Assistant Professor	Science Education	SUNY Cortland
<b>*Wilcox, Wynn</b>	Assistant Professor	History	Western Connecticut State Univ.
<b>Yu, Ya-Wen</b>	Post-doc Fellow	Political Science	University of Pittsburgh
<b>Zehner, Edwin</b>	Visiting Teaching Fellow	Modern Languages	St. Lawrence University

\* SEAP Alumni

# **CORNELL UNIVERSITY**

## **SOUTHEAST ASIA PROGRAM**

### **COURSE LIST APPENDIX**

<b>Course List Summary Cross-Reference to CV by College</b>	<b>p. 1-3</b>
<b>Course List Summary Cross-Reference to CV by Faculty Last Name</b>	<b>p. 4-5</b>
<b>First Year Writing Seminars 2010-2014</b>	<b>p. 6</b>
<b>New Area Courses 2009-2014</b>	<b>p. 7</b>
<b>Area Studies Course List</b>	<b>p. 8-77</b>
<b>Language Course List</b>	<b>p. 78-80</b>

Course List Appendix			
Course List Summary Cross-Reference to CV by Faculty's College			
CV PAGE	FACULTY MEMBER	% SEA TIME	COURSES 100% SEA
College of Arts and Sciences			
Anthropology			
10	Fiskesjö, Magnus	50%	ASIAN 3300, 6600
NA	Holmberg, David		ANTHR 2428, 2455, 3546, 4495, 7495, 7910 ARKEO 4495, 6000, 7495 ASIAN 3345, 7523 IARD 4495, 6940, LING 4495, 7495, 7702, PLBR 6940
16	Welker, Marina	100%	ANTHR 3420, 6420, RELST 3420
17	Wilford, Andrew	75%	ANTHR 1128, 2400, 3516, 4419, 4437, 6440, 7419, 7437
NA	Staff		ANTHR 1147, 1400, 3420, 4467, 7467
Art History			
NA	Finley, Cheryl		ARTH 4107, VISST 4607
7	McGowan, Kaja	75%	ASIAN 3350, ARTH 3850, VISST 3696 ASIAN 2285, 3394, 4442, 4456, 4487, 6644, 6646, 6645 ARTH 1134, 2805, 3855, 4851, 4852, 4855, 4858, 6851, 6852, 6855, 6858 VISST 2805, 3655, 4851, 4852
Asian Studies			
9	Blackburn, Anne	25%	ASIAN 3309, 4401, 4402, 4403, 4438, 4462, 6638, 6662, 7703, 8899, 9999; RELST 3309, 4438, 4462, 6638 PALI 1151/1152, 4450
11	Fuhrmann, Amika	100%	ASIAN 6625
11	Green, Gregory	100%	ASIAN 6613
15	Taylor, Keith	70%	ASIAN 1116, 2244, HIST 2890
17	White, Erick	50%	ASIAN 3367, 4466, 6666, RELST 3367, 4466, 6666
NA	Faculty		ASIAN 4401, 4402, 4403, 4404, 7703, 7704, 8899, 9999
Asian Studies - Language			
22	Jagacinski, Ngampit	100%	THAI 1101, 1102, 2201, 2202, 2203, 2204, 3301, 3302, 3303, 3304, 4431, 4432
22	Min, Kyi Kyi	100%	BURM 3301, 3302, 4431, 4432
23	Myint, Swe Swe	100%	BURM 1121, 1122, 2201, 2202, 2204, 3301, 3302, 4432
23	Pandin, Jolanda	100%	INDO 1121, 1122, 2201, 2202, 2205, 2206, 3301, 3302, 4431, 4432



CRAGE	FACULTY MEMBER	% SEA TIME	COURSES 100% SEA	COURSES < 100% SEA
24	Phan, Hannah	100%	KHMER 1121, 1122, 2201, 2202, 2203, 2204, 3301, 3302, 4431, 4432	
24	Savella, Maria	100%	TAG 1121, 1122, 2201, 2202, 2205, 2206, 3301, 3302, 4431, 4432	
25	Tranviet, Thuy	100%	VIET 1101, 1102, 1121, 1122, 2201, 2202, 2203, 2204, 3301, 3302, 4431, 4432	
NA	Squyres, Steven		<b>Astronomy</b>	ASTRO 1700, HIST 1700
33	Wan, Henry	10%	<b>Economics</b>	ECON 4473
13	Mertha, Andrew	50%	<b>Government</b>	GOVT 4414
NA	Patel, David			GOVT 3344, NES 3844
14	Pepinsky, Thomas	80%	ASIAN 3334, GOVT 3443	GOVT 1101, 4194, 6807, 6353
32	Uphoff, Norman	10%		GOVT 6927, IARD 6030
NA	Craib, Raymond		<b>History</b>	HIST 4515/6515
NA	Cochran, Sherman			ASIAN 1191, HIST 1910, CAPS 1910
NA	Ghosh, Durba			HIST 1910, ASIAN 1191
13	Loos, Tamara	100%	ASIAN 3396, 4416, 6618, 6696, HIST 3960, 6960, FGSS 4160, 6160	ASIAN 1191, 2206, 5507, HIST 1910, 2070, 4160, 5070, 6160, 6162 CAPS 1910,
12	Logevall, Fredrik	100%		HIST 3140, AMST 3140, CAPS 3140,
NA	Norton, Mary Beth			ASTRO 1700, HIST 1700
15	Tagliacozzo, Eric	75%	ASIAN 3396, , 6696, 3397, 6697, HIST 3950, 6950, 3960, 6960, 6960, 4490, 6490	ASIAN 2228, HIST 1402, 2280, 1910, 4515/6515
34	Zheng, Liren	10%		HIST 4062, 6062
			<b>Linguistics</b>	
9	Cohn, Abigail	100%		ANTHR 7910, ARKEO 6000, IARD 6940, LING 2221, 3302, 7701, 7702, PLBR 6940
NA	Weiss, Michael			ANTHR 7910, ARKEO 6000, IARD 6940, LING 7702, PLBR 6940
33	Whitman, John	10%		ANTHR 7910, ARKEO 6000, IARD 6940, LING 7702, PLBR 6940
19	Hatch, Martin	EMERITUS		MUSIC 1101, 4301, 6301
14	Miller, Cristopher	100%	ASIAN 2244, MUSIC 1341, 3610, 4641, VISST 2744	
<b>College of Agriculture and Life Sciences</b>				
			<b>Applied Economics &amp; Management</b>	
18	Barker, Randolph	EMERITUS		ANTHR 7910, ARKEO 6000, IARD 6940, LING 7702, PLBR 6940



C\ PAGE	FACULTY MEMBER	% SEA TIME	COURSES 100% SEA	COURSES < 100% SEA
26	Barrett, Christopher	10%		AEM 4451, 7650, CRP 6490, SOC 4450
NA	Christy, Ralph			AEM 4420
NA	Hobbs, Peter			CSS 4030, FDSC 4020, IARD 4020, 4030
32	Tucker, Terry	10%		GOVT 6927, IARD 6030
17	Williams, Linda	50%		DSOC 4300, 6120, 6150, 6300 FGSS 6120
NA	Peters, Scott			EDUC 7830, IARD 7830
26	Allred Broussard, Shorna	10%		NTRES 4990
29	McCouch, Susan	10%		ANTHR 7910, ARKEO 6000, IARD 6940, LING 7702, PLBR 6940
<b>Professional Schools</b>				
8	Beard, Victoria	753%		CRP 1101, 3901, 5076, 5850, 6720, 6790
NA	Applegate, Ronald			ILRIC 2350
NA	Batt, Rosemary			ILRIC 2350
NA	Boyer, George			ILRIC 2350
12	Kuruvilla, Sarosh	50%		ILRIC 2350
NA	Givan, Rebecca			ILRIC 2350
NA	Riles, Annelise			LAW 7170, 7171
8	Bailey, Warren	50%		NBA 5430, 5540
29	Karolyi, Andrew	10%		NBA 5510
30	Parrot, Andrea	10%		FGSS 4480, PAM 4440

Course List Appendix					
Course List Summary Cross-Reference to CV by Faculty Last Name					
CV PAGE	DISCIPLINE	FACULTY MEMBER	% SEA TIME	COURSES 100% SEA	COURSES < 100% SEA
26 NA	Natural Resources	Allred, Shoma	10%	NTRES 4990	ILRIC 2350
8	Industrial Labor and Relations	Applegate, Ronald			NBA 5430, 5540
	Johnson Graduate School of Management	Bailey, Warren	50%		
18	Applied Econ & Management	Barker, Randolph	EMERITUS		ANTHR 7910, ARKEO 6000, IARD 6940, LING 7702, PLBR 6940
26 NA	Applied Econ & Management	Barrett, Christopher	10%		AEM 4451, 7650, CRP 6490, SOC 4450
	Industrial Labor and Relations	Batt, Rosemary			ILRIC 2350
8	City & Regional Planning	Beard, Victoria	75%		CRP 1101, 3901, 5850, 5076, 6720, 6790
9	Asian Studies	Blackburn, Anne	25%		ASIAN 3309, 4401, 4402, 4403, 4438, 4462, 6638, 6662, 7703, 8899, 9999 RELST 3309, 4438, 4462, 6638 PALI 1151/1152, 4450
NA	Industrial Labor and Relations	Boyer, George			ILRIC 2350
NA	Applied Econ & Management	Christy, Ralph			AEM 4420
NA	History	Cochran, Sherman			ASIAN 1191, HIST 1910, CAPS 1910
9	Linguistics	Cohn, Abigail	100%		ANTHR 7910, ARKEO 6000, IARD 6940, LING 2221, 3302, 7701, 7702, PLBR 6940
NA	History	Craib, Raymond			HIST 4515/6515
NA	Asian Studies	Faculty			ASIAN 4401, 4402, 4403, 4404, 7703, 7704, 8899, 9999
NA	Art History	Finley, Cheryl			ARTH 4107, VISST 4607
10	Anthropology	Fiskesjö, Magnus	50%	ASIAN 3300, 6600	ANTHR 2428, 2455, 3520, 3546, 4495, 4523, 7495, 7910
					ARKEO 3520, 4495, 6000, 7495 ASIAN 3345, 3362, 7523 IARD 4495, 6940, LING 4495, 7495, 7702, PLBR 6940
11	Asian Studies	Fuhrmann, Arnika	100%	ASIAN 2208, 3331 6682; FGSS 3331; PMA 3431; SHUM 6308	ASIAN 6625
NA	History	Ghosh, Durba			HIST 1910, ASIAN 1191
NA	Industrial Labor and Relations	Givan, Rebecca			ILRIC 2350
11	Asian Studies	Green, Gregory	100%	ASIAN 6613	
19	Music	Hatch, Martin	EMERITUS		MUSIC 1101, 4301, 6301
NA	Crop and Soil Sciences	Hobbs, Peter			CSS 4030, FDSC 4020, IARD 4020, 4030
NA	Anthropology	Holmberg, David			ANTHR 3420, 6420, RELST 3420
22	Asian Studies - Language	Jagacinski, Ngampit	100%	THAI 1101, 1102, 2201, 2202, 2203, 2204, 3301, 3302, 3303, 3304, 4431, 4432	
29	Johnson Graduate School of Management	Karolyi, Andrew			NBA 5510
12	Industrial Labor and Relations	Kuruvilla, Sarosh	50%		ILRIC 2350
12	History	Logevall, Fredrik	100%		HIST 3140, AMST 3140, CAPS 3140,
13	History	Loos, Tamara	100%	ASIAN 3396, 4416, 6618, 6696, HIST 3960, 6960, FGSS 4160, 6160	ASIAN 1191, 2206, 5507, HIST 1910, 2070, 4160, 5070, 6160, 6162 CAPS 1910,
29	Plant Breeding	McCouch, Susan	10%		ANTHR 7910, ARKEO 6000, IARD 6940, LING 7702, PLBR 6940

CV PAGE	DISCIPLINE	FACULTY MEMBER	% SEA TIME	COURSES 100% SEA	COURSES < 100% SEA
7	Art History	McGowan, Kaja	75%	ASIAN 3350, ARTH 3850, VISST 3696	ASIAN 2285, 3394, 4442, 4456, 4487, 6644, 6646, 6645 ARTH 1134, 2805, 3855, 4851, 4852, 4855, 4858, 6851, 6852, 6855, 6858 VISST 2805, 3655, 4851, 4852
13	Government	Mertha, Andrew	50%	GOVT 4414, ASIAN 4414, CAPS 4414	
14	Music	Miller, Christopher	100%	ASIAN 2245, MUSIC 1341, 3610, 4641, VISST 2744	
22	Asian Studies - Language	Min, Kyi Kyi	100%	BURM 3301, 3302, 4431, 4432	
23	Asian Studies - Language	Myint, Swe Swe	100%	BURM 1121, 1122, 2201, 2202, 2204, 3301, 3302, 4432	
NA	History	Norton, Mary Beth			ASTRO 1700, HIST 1700
23	Asian Studies - Language	Pandin, Jolanda	100%	INDO 1121, 1122, 2201, 2202, 2205, 2206, 3301, 3302, 4431, 4432	
30	Policy Analysis and Management	Parrot, Andrea	10%		FGSS 4480, PAM 4440
NA	Government	Patel, David			GOVT 3344, NES 3844
14	Government	Pepinsky, Thomas	80%	ASIAN 3334, GOVT 3443	GOVT 1101, 4194, 6807, 6353 ASIAN 4498
NA	Horticulture	Peters, Scott			
24	Asian Studies - Language	Phan, Hannah	100%	KHMER 1121, 1122, 2201, 2202, 2203, 2204, 3301, 3302, 4431, 4432	EDUC 7830, IARD 7830
NA	Law	Riles, Annelise			LAW 7170, 7171
24	Asian Studies - Language	Savella, Maria	100%	TAG 1121, 1122, 2201, 2202, 2205, 2206, 3301, 3302, 4431, 4432	
NA	Astronomy	Squyres, Steven			ASTRO 1700, HIST 1700
NA	Anthropology	Staff		ANTHR 7520	
15	History	Tagliacozzo, Eric	75%	ASIAN 3396, , 6696, 3397, 6697, HIST 3950, 6950, 3960, 6960, 4490, 6490	ASIAN 2228, HIST 1402, 2280, 1910, 4515/6515
15	Asian Studies	Taylor, Keith	70%	ASIAN 2298, 3385, 6685, HIST 3880	ASIAN 1116, 2244, HIST 2890
25	Asian Studies - Language	Tranviet, Thuy	100%	VIET 1101, 1102, 1121, 1122, 2201, 2202, 2203, 2204, 3301, 3302, 4431, 4432	
32	Development Sociology	Tucker, Terry	10%		GOVT 6927, IARD 6030
32	Government	Uphoff, Norman	10%		GOVT 6927, IARD 6030
33	Economics	Wan, Henry	10%		ECON 4473
NA	Linguistics	Weiss, Michael			ANTHR 7910, ARKEO 6000, IARD 6940, LING 7702, PLBR 6940
16	Anthropology	Welker, Marina	100%	ANTHR 2520, 3516 ASIAN 2253	ANTHR 1128, 4419, 4437, 6440, 7419, 7437
17	Asian Studies	White, Erick	50%		ASIAN 3367, 4466, 6666, RELST 3367, 4466, 6666
33	Linguistics	Whitman, John	10%		ANTHR 7910, ARKEO 6000, IARD 6940, LING 7702, PLBR 6940
17	Anthropology	Willford, Andrew	75%	ANTHR 4513, ASIAN 4413	ANTHR 1147, 1400, 3420, 4467, 7467
17	Development Sociology	Williams, Linda	50%		DSOC 4300, 6120, 6150, 6300 FGSS 6120
34	History	Zheng, Liren	10%		HIS 4062, 6062

# First Year Writing Seminars 2010-2014

2010 -2011 FWS		Course Listing	Instructor	Enrollment
FWS: Art History 1134 Performing Objects/ Collecting Cultures		ARTH 1134	K. McGowan	13
FWS: Religion and the State in Asia and the West		ASIAN 1107	A. Blackburn, J. Young	17
FWS: Power and Politics: Islam and Development in the Comparative Perspective		GOVT 1101	T. Pepinsky	18
FWS: Cigarette Cultures		ANTHR 1128	M. Welker	18
FWS: Power and Politics: Theory and Practice of Human Rights		GOVT 1101	M. Greco	17
FWS: Global Islam		HIST 1402	E. Tagliacozzo	17
FWS: The Huns		ASIAN 1116	K. Taylor	17
2011-2012 FWS				
FWS: Power and Politics: Development, Change, and Politics - Who Wins and Who Loses from Economic Growth in the Global South?		GOVT 1101 SEM 103	D. Fossati	18
FWS: The Great Epic of India		ASIAN 1106	L. McCrea	17
FWS: Power and Politics: Justice and Human Rights in a Globalized World		GOVT 1101 SEM 101	S. Graf	16
FWS: Southeast Asian Religions and "Healing Traditions"		ANTHR 1147	A. Willford	18
FWS: Fictional Fascinations: Colonial Literature from Southeast Asia		ASIAN 1100	L. Patterson	18
FWS: Love, Poetry and Revolution in Vietnamese Literature		ASIAN 1117	K. Taylor	14
2012-2013 FWS				
FWS: The Evolution of Writing Systems in Cosmopolitan Asia		ASIAN 1109	J. Phan	17
FWS: Global Islam		HIST 1402	E. Tagliacozzo	18
FWS: Power and Politics: Radical Approaches to International Development		GOVT 1101 SEM 106	T. Pepinsky	16
2013-2014 FWS				
FWS: Beyond the Girl in the Picture: Vietnam in Visual Culture		ARTH 1146	P. Corey	15
FWS: The Great Epic of India		ASIAN 1106	L. McCrea	16
Total # of FWS		23	Total Enrollments	300

New Courses	Course Listing	Instructor	Enrollment	
			UG	G
<b>2009-2010</b>				
FWS: Cigarette Cultures	ANTHR 1128	M. Welker	18	0
FWS: Great Epic of India	ASIAN 1106	L. Mcree	17	0
Themes & Problems in Asian Stds	ASIAN 4417	B. de Bary	7	1
Southeast Asian Lit in Transl	ASIAN 3379, ASIAN 6679	L. Patterson	9	5
FWS: Power and Politics	GOVT 1101	T. Pepinsky	17	0
Topics in Intl Pol Econ	GOVT 6807	T. Pepinsky	1	3
<b>2010-2011</b>				
The Indian Ocean in World History	HIST 2280, ASIAN 2228	E. Tagliacozzo	17	0
Temple in the World: Buddhism in Contemporary South and Southeast Asia	ASIAN 3309, RELST 3309	A. Blackburn	20	0
Translating Southeast Asia Through Film	ASIAN 3386, ASIAN 6687, VISST 3360	L. Patterson	68	8
<b>2011-2012</b>				
FWS: Performing Objects/Collecting Cultures	ARTH 1134	K. McGowan	13	0
Asia in World History	ASIAN 2244	K. Taylor	9	1
Asian Memoirs	ASIAN 4427, ASIAN 6627	L. Patterson	8	3
FWS: Religion and the State in Asia and the West	ASIAN 1107	A. Blackburn, J. Young	17	0
FWS: The Huns	ASIAN 1116	K. Taylor	17	0
Political Violence in Cambodia and China	GOVT 4414	A. Mertha	12	0
Ten Thousand Islands: Indonesia in Historical and Contemporary Perspective	ANTHR 2520, ASIAN 2253	M. Welker	0	3
History of Exploration: Land, Sea, and Space	ASTRO 1700, HIST 1700	M. Norton, S. Squyres	78	0
FWS: Global Islam	HIST 1402	E. Tagliacozzo	17	0
<b>2012-2013</b>				
Threads of Consequence: Textiles in South and Southeast Asia	ARTH 6855, VISST 6855, ASIAN 6644	K. McGowan	6	1
Kings and States in Ancient Asia	ANTHR 3520, ARKEO 3520, ASIAN 3362	M. Fiskesjo	20	0
<b>2013-2014</b>				
FWS: Beyond the Girl in the Picture: Vietnam in Visual Culture	ARTH 1146	P. Corey	15	0
Peddlers, Pirates and Prostitutes: Subaltern Histories of Southeast Asia, 1800-1900	ASIAN 4458, ASIAN 6658, HIST 4490, HIST 6490	E. Tagliacozzo	9	6
Representing Eros: Thailand	ASIAN 6625, FGSS 6625	A. Fuhrmann	0	2
Gender and Sexuality in Southeast Asian Cinema	FGSS 3331, PMA 3431	A. Fuhrmann	7	3
The Pacific Horizon	HIST 4515, HIST 6515	E. Tagliacozzo	8	6
<b>Total</b>	<b>43 Courses</b>		<b>402</b>	<b>36</b>
Graduate Courses = 12	28% of total new courses			
Undergraduate Courses = 31	72% of total new courses			



# Cornell Southeast Asia Program - Area Course List

**Course Number**      **Course Title**      **Instructor**      **Credits**      **Semester**      **2012-2013**      **2013-2014**      **Offered**      **Inter-**      **% SEA**  
**Asian American Studies (2)**      **14-'15**      **Disp.**      **Content**

AAS 1100      Intro to Asian Am Studies      Chang,D      3      Spring      43      0      24      0      YES      NO      100%

What's in a name? For starters, the contemporary term "Asian Pacific American" has been taxed to hold together in a classificatory embrace a complex, diverse, and rapidly changing population of people of Asian/Pacific descent in the Americas. In this course, we'll track the ongoing adventures of this term "Asian Pacific American" and try to understand how the social and political twists and turns in meaning over the course of its historical journey come to shape individual and collective identities. This interdisciplinary course will introduce students to key ideas and issues in the study of Asian American histories, cultures, and racial formation including, for example, matters of migration, social/cultural/legal citizenship, social movements, and cultural politics. Materials will include films, literature, historical and sociological texts, and media and popular culture texts and productions.

AAS 3030      Asians in the Americas      Munasinghe,V      4      Fall      4      0      0      0      YES      YES      50%

(X-list: ANTHR 3703)

The common perception of ethnicity is that it is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won reputations as people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians"? On what basis can we label "Asians" an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course will examine the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies will focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.

## Applied Economics & Management (9)

AEM 4420      Emerging Markets      Christy,R      3      Fall      21      29      20      38      YES      NO      25%

Provides a framework for examining the effectiveness of marketing strategies in economies in transition and identifying the challenges and opportunities for firms in low-income economies to access industrial markets. Appraises the risk of entering markets in low-income economies and assesses the political, legal, cultural, and economic forces. Analyzes and discusses case studies of companies.

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014		Offered	Inter-	% SEA
AEM 4640	Economics of Agricultural Development Provides an understanding of the economics of the agricultural sector in low-income countries.	Kyle,S	3	Fall	UG	Grad	UG	Grad	14-'15	YES	NO	25%
AEM 6600	Agroecosystems, Econ Dev. Examines selected topics in agricultural and economic development, technology assessment, ecosystem management and the environment, with a focus on developing countries. Topics include production, poverty, and environmental trade-offs; sustainable technology development; trade and environment linkages; economics of conservation and development; and alternative methodologies for analyzing these interactions. Readings emphasize the economic literature, but also draw from the biophysical sciences, ecosystem management, and the broader social sciences.	Lee,D	Varied	Spring	2	23	1	22	NO	YES	YES	25%
AEM 7650 (X-list: ECON 7650)	Devel Microeconomics Seminar Graduate students and the instructor present draft research proposals, papers, and preliminary thesis results for group review and discussion. Students who actively participate by offering written and oral comments on others' work receive 1 credit. Students who also present their own proposal or paper receive 2 credits. Presentations last 75 minutes and thus represent a substantial investment of time. Students who present a second proposal or paper receive 3 credits.	Barrett,C	Varied	Fall	0	14	0	16	YES	YES	YES	25%
AEM 7650 (X-list: ECON 7650)	Devel Microeconomics Seminar Graduate students and the instructor present draft research proposals, papers, and preliminary thesis results for group review and discussion. Students who actively participate by offering written and oral comments on others' work receive 1 credit. Students who also present their own proposal or paper receive 2 credits. Presentations last 75 minutes and thus represent a substantial investment of time. Students who present a second proposal or paper receive 3 credits.	Barrett,C	Varied	Spring	0	7	0	13	YES	YES	YES	25%



Course Number American Studies (4)	Course Title	Instructor	Credits	Semester	2012-2013 UG	Grad	2013-2014 UG	Grad	Offered 14-'15	Inter- Disp.	% SEA Content
AMST 2680 (X-list: ENGL 2680)	<b>Culture &amp; Politics Of The 60s</b>  Nearly half a century ago, the civil rights movement, the Cold War, and the Vietnam War stimulated critiques and alternative experiments in living that changed American society forever. What can the experiences of young "boomers" and others who lived through the 1960s teach a later generation living through a similar period of turmoil and hope? This interdisciplinary course combines an historical overview with the close reading of texts, concentrating on the topics of racial justice, war, the counterculture, the New Left, the women's movement, and the movement for gay and lesbian rights. Texts will include <i>The Autobiography of Malcolm X</i> , Wolfe's <i>Electric Kool-Aid Acid Test</i> , Vonnegut's <i>Slaughterhouse-5</i> , music of Dylan and Joplin, speeches of King, films, manifestos, memoirs, and poems. A research paper will explore the history of activism at Cornell during those years.	Sawyer,P	4	Fall	14	0	0	0	YES	YES	25%
AMST 3140 (X-list: CAPS 3140, HIST 3140)	<b>U.S. in the World</b>  Students examine the emergence of the United States as a world power in the twentieth century. The course focuses on the domestic sources of foreign policy and the assumptions of the major policy makers (Wilson through Clinton). Important themes include the American response to a revolutionary world since 1912, the role of American racial views in the making of foreign policy, and the increasingly dominant role of the president in the making of U.S. foreign policy.	Lovegall,F	4	Fall	0	0	0	0	NO	YES	25%
AMST 3720 (X-list: ENGL 3721, FGSS 3720)	<b>Food, Gender, Culture</b>  In addition to nourishing the body, food operates as a cultural system that produces and reflects group and individual identities. In this class we will examine foodways-the behaviors and beliefs attached to the production, distribution, and consumption of food-to explore the way food practices help shape our sense of gender, race, sexual orientation, and national identity. In doing so we will focus primarily on literature and film but will also range into the fields of anthropology, sociology, and history. Some questions under discussion: How do factors such as gender, class, race, and religion shape the foods we eat and the circumstances in which we eat them? How do writers use the language of food to explore issues such as gender, sexuality, class, and race?	McCullough,M	4	Spring	7	0	0	0	NO	YES	25%

Course Number AMST 4301 (X-list: ARTH 4107, VISST 4607)	Course Title The Museum And The Object	Instructor Finley,C	Credits 4	Semester Fall	2012-2013		2013-2014		Offered Inter- 14-'15	Dis- YES	% SEA Content 25%
					UG	Grad	UG	Grad			
	This semester, we will focus on the social, economic and cultural challenges of the American art museum in the twenty-first century. Taking advantage of the recent expansion of the Herbert F. Johnson Museum of Art, advanced students will have the opportunity to work directly with curatorial specialists and original works of art from the museum's wide ranging collection of objects from across cultures and centuries. Of special focus will be the newly created Visible Storage Gallery, which enables viewing and comparison of objects from diverse cultures and media in situ. Sessions focus on art and material culture analysis by questioning the ways quality, function and meaning is determined in works of art – all important considerations in the constitution of a diverse American art collection. Topics include methods of attribution, cultural patrimony, fakes and forgeries, techniques and media, restoration and conservation, art education and theories of perception. Session leaders include the curatorial staff of the art museum.				1	0	0	0	YES	YES	
Anthropology (33) ANTHR 1128	<b>FWS: Cigarette Cultures</b>	<b>Welker, M</b>	<b>3</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>25%</b>
	This course considers how a range of communities are constituted in relation to the cigarette industry. We will examine how actors such as smokers, anti-tobacco advocates, health officials, contract tobacco farmers, and industry executives define themselves and are defined by others. What structural politics underpin the knowledge and practices of these groups? How do assumptions about age, gender, class, race, and ethnicity figure into the constitution of different actors and corporate strategies? In addressing these questions, we will consider debates over the moral, aesthetic, economic, spatial, and bodily dimensions of cigarette production and consumption. In addition to scholarly books and article, we will analyze and write about a range of popular texts from corporate websites to public health materials, movies, photographs, advertisements, and museums.										
<b>ANTHR 1147</b>	<b>FWS: Southeast Asian Religions</b>	<b>Willford, A</b>	<b>3</b>	<b>Spring</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>50%</b>
	In this course, by examining a series of ethnographic case studies, we investigate phenomena such as ritual, pilgrimage, possession, healing, monasticism, and revivalism. Our special focus will be on healing traditions as they relate to both changing health care debates (e.g., bio-medicalization vs. alternative "traditional" medicine) and religious ideas of the person. The course begins with a short survey of the major religious traditions of South Asia: Hinduism, Buddhism, Jainism, Sikhism, and Islam; we examine the development of these traditions through historical and cultural perspectives. The course then turns to the modern period, considering the impact on religious ideologies and practices of colonialism, nationalism, mass mediation, and globalization. Students will reflect on the healing traditions of Indian religions through a series of short essays.										

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Disp.	% SEA Content
					UG	Grad	UG	Grad			
ANTHR 1400	Comparison Of Cultures	Holmberg,D & Wilford,A	3	Fall	122	0	154	0	YES	YES	25%
An introduction to cultural anthropology through ethnographies, or the descriptive accounts of anthropologists. Through readings and lectures, students acquaint themselves with a number of cultures from several parts of the world. The cultures range in form from those of small-scale tribal societies to those of state societies. Throughout the course, we attempt to make sense of exotic cultures in their own terms. Attention is focused on variation in cultural patterns as they are expressed in social, economic, and ritual practices. In this encounter, the principles of anthropology, as a comparative enterprise that poses distinct cultural systems in relief, will be developed. Fiction, films, and exercises supplement the formal anthropological materials.											
ANTHR 2400	Cultural Div&Contemp Issues	Fiskesjö,M	3	Spring	83	1	80	0	YES	YES	25%
This course will introduce students to the meaning and significance of forms of cultural diversity for the understanding of contemporary issues. Drawing from films, videos, and selected readings, students will be confronted with different representational forms that portray cultures in various parts of the world, and they will be asked to examine critically their own prejudices as they influence the perception and evaluation of cultural differences. We shall approach cultures holistically, assuming the inseparability of economies, kinship, religion, and politics, as well as interconnections and dependencies between world areas (e.g., Africa, Latin America, the West). Among the issues considered: "political correctness" and truth; nativism and ecological diversity; race, ethnicity, and sexuality; sin, religion, and war; global process and cultural integrity.											
ANTHR 2428	Slavery and Human Trafficking	Fiskesjö,M	4	Spring	0	0	0	0	NO	YES	50%
In this course we will study slavery and trafficking in human slaves in the world today, as well as its roots and history in Asia, Africa, as well as in medieval Scandinavia, and in America and Europe today. We will make use of anthropological perspectives to look at influential historical and Classical definitions of slavery, such as Aristotle's idea of the "natural slave," and ask how ownership and domination over fellow humans have been justified in different societies. While introducing themes of gender, race, ethnicity, etc., and basic philosophical issues regarding autonomy and dependence, we also examine the economic forces of exploitation in the floating world of economic migration, people smuggling, and human trafficking.											

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Disp.	% SEA Content
					UG	Grad	UG	Grad			
<b>ANTHR 2455</b>	<b>Anthropology in the Real World</b> This course is designed to expose students to the range of ways and fields within which practitioners employ anthropological theory, methods and perspectives. Class format will include both lectures and workshop sessions with invited speakers. Both the invited speakers and the discussion topics will represent different broadly defined fields in which anthropologists practice. Through class discussion and writing, students will be expected to critically consider such issues as: research ethics, professional responsibility, the academic versus activist role, methodological practices, and the relationship between individual practitioners and the national, international, and organization contexts within which they work. Students will produce a major research paper examining a particular field of "practical" anthropology of their interest.	<b>March,K</b>	<b>4</b>	<b>Spring</b>	<b>20</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>YES</b>		<b>25%</b>
<b>ANTHR 2520</b> (X-list: ASIAN 2253)	<b>Ten Thousand Islands</b> Indonesia beckons travelers and scholars alike with its colorful history and rich cultural and biological diversity. Across the archipelago, Indonesians speak hundreds of languages and make their livelihoods in a complex geography that ranges from sandy beaches and mangrove swamps to glacier-topped mountains and crowded urban centers. The world's fourth most populous country - with the world's largest Muslim population - Indonesia also attracts the attention of international policymakers, development experts, and business elites. Drawing together faculty from Anthropology, History, Government, Linguistics, Ethnomusicology, and History of Art, this course will explore Indonesia's internal dynamics as well as how its resources and location at a maritime crossroads enmesh the country in global processes of production, circulation, and exchange of material goods and ideas.	<b>Welker,M</b>	<b>3</b>	<b>Spring</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>100%</b>
<b>ANTHR 2750</b> (X-list: NS 2750)	<b>Human Biology and Evolution</b> Examines the theories and mechanisms of modern evolutionary biology as they apply to present-day humans and their hominid ancestors. Lectures and discussions of molecular and paleontological evidence of human evolution, the causes and consequences of contemporary human biological diversity, and biological and behavioral modes of human adaptation to past and present natural and cultural environments.	<b>Gu,Z &amp; Haas,J</b>	<b>3</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>25%</b>
<b>ANTHR 3420</b> (X-list: RELST 3420)	<b>Myth, Ritual, and Symbol</b> Examines how systems of thought, symbolic forms, and ritual practice are formulated and expressed in primarily non-Western societies. Focuses on anthropological interpretations of space, time, cosmology, myth, classificatory systems (e.g., color, totems, food, dress, kinship), taboos, sacrifice, witchcraft, sorcery, and rites of passage (birth, initiation, marriage, death). Examines both the roles of specialists (e.g., spirit mediums, curers, priests, ascetics) and nonspecialists in producing these cultural forms.	<b>Willford,A</b>	<b>4</b>	<b>Spring</b>	<b>20</b>	<b>0</b>	<b>17</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>25%</b>

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
<b>ANTHR 3451</b> <b>(X-list: ARKEO 3450, ARTH 3450)</b>	<b>Global Movement of Cult Heritage</b> In this course we explore "cultural heritage" as an idea, and as objects which change hands across continents. Our focus is the global trade of fragments of monuments, statues, tomb furnishings and other antiquities derived from poorer areas of the world, ranging from Benin and Afghanistan to China and Cambodia, transferred to collectors and museums in wealthier countries. We use anthropological perspectives to explore a range of issues such as contested spoils of war, looting and international law, auctions and collecting, value and representation, as well as the role of knowledge, the academy, and world public opinion. (Comparative Survey)	<b>Fiskesjö,M</b>	<b>4</b>	<b>Fall</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>25%</b>
<b>ANTHR 3545</b> <b>(X-list: ANTHR 7545)</b>	<b>Peop &amp; Cult of Himalayas</b> A comprehensive exploration of the peoples and cultures of the Himalayas. Ethnographic materials draw on the lifeways of populations living in the Himalayan regions of Bhutan, India, Nepal, and Tibet. Some of the cultural issues to be examined through these sources include images of the Himalayas in the West, forms of social life, ethnic diversity, political and economic history, and religious complexity.	<b>March,K</b>	<b>4</b>	<b>Fall</b>	<b>2</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>25%</b>
<b>ANTHR 3516</b>	<b>Power, Society, &amp; Culture in SEAsia</b>	<b>Welker,M</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>100%</b>

Southeast Asia is a region where anthropologists have played great attention to the symbolic within cultural and social processes. While this intellectual orientation has produced contextually rich accounts of cultural uniqueness, there has been a tendency within "interpretive" ethnographies to downplay the role of power and domination within culture and society. This course aims to utilize the traditional strengths of symbolic anthropology by examining the roles of ritual, art, religion, and "traditional" values within contemporary Southeast Asian societies. In doing so, however, we examine how these practices and ideas can also structure ethnic, class, and gender inequalities. Understanding how "traditional" cultural practices and ideologies fit within contemporary nation-states requires that we also examine the effects of colonialism, war, and nationalism throughout the region. In addition to providing a broad and comparative ethnographic survey of Southeast Asia, this course also investigates how culturally-specific forms of power and domination are reflected in national politics, and in local and regional responses to the economic and cultural forces of globalization.

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered Inter- 14-'15	Disp.	% SEA Content
					UG	Grad	UG	UG	Grad	14-'15			
<b>ANTHR 3520</b> <b>(X-list: ARKEO 3520,</b> <b>ASIAN 3362</b>	<b>Kings and States in Ancient Asia</b> <p>This course investigates non-Western systems of political power and their creation in history. We will study the formative processes of Asia's kingdoms and empires, with special attention to both ideological conceptions and material foundations. Among areas to be studied will be the archaic Chinese states and early empires; the Cambodian Angkor empire; as well as state-making in early Burma, Japan, and other parts of Asia. General theory and concepts of state formation and political power, as well as processes of secondary state formation and center-periphery mimesis and domination in other world areas, will also be introduced and compared. By surveying and re-examining the fast-expanding archaeology and history of Asian state-making, the course will offer a background for understanding the politics of state power in both historical and contemporary Asia.</p>	Fiskesjö, M	4	Fall	0	0	0	0	0	0	NO	YES	50%
<b>ANTHR 3546</b> <b>(X-list: ASIAN 3345)</b>	<b>Asian Minorities</b> <p>This course will survey the situation of ethnic minorities in several Asian countries. We will learn about their culture and history, their recognition, identity and political status, as well as various forms of discrimination. We will adopt a comparative perspective that enables us to understand minorities in different Asian countries such as China, Japan, Burma, Thailand and others, and also compare with the United States and elsewhere, as well as enabling a discussion of identity production, race, power, and ethnicity on the global arena. We'll use a relational approach that includes understanding the majorities against whom the minorities are defined, as well as the political and historical background that will help explain the sometimes very different current situation for ethnic minorities in Asian countries.</p>	Fiskesjö, M	4	Fall	0	0	0	0	0	0	NO	YES	50%
<b>ANTHR 3703</b> <b>(X-list: AAS 3030)</b>	<b>Asians in the Americas</b> <p>The common perception of ethnicity is that it is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won reputations as people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians"? On what basis can we label "Asians" an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course will examine the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies will focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.</p>	Munasinghe, V	4	Fall	5	0	0	0	0	0	YES		25%

Course Number ANTHR 4419 (X-list: ANTHR 7419)	Course Title Anthropology of Corporations  This course develops an anthropological approach to corporations with a focus on large, profit-oriented, publicly-traded corporations. To denaturalize the corporation, we will consider competing cultural logics internal to corporations as well as the contingent historical processes and debates that shaped the corporate form over the past two centuries. The course will examine processes through which various social groups have sought to alter and restrain corporations as well as reciprocal corporate attempts to reshape the social environment in which they operate.	Instructor Welker, M	Credits 4	Semester Fall	2012-2013			2013-2014			Offered 14-15	Inter- Disp.	% SEA Content 50%
					UG	Grad	0	UG	Grad	0			
ANTHR 4437 (X-list: ANTHR 7437)	Anthropology of Development  This course provides an anthropological perspective on international development. After reading orthodox theories of development and considering them in historical context, we will examine ethnographic accounts of postcolonial development that draw on political economy and poststructuralist traditions. The final portion of the course looks critically at the emergence of discourses such as participation, empowerment, social capital, civil society, and sustainability in mainstream development.	Welker, M	4	Fall	0	0	0	0	0	0	NO	YES	50%
ANTHR 4467 (X-list: ANTHR 7467)	Self and Subjectivity This course examines theories of subjectivity and self-formation from a comparative, ethnographic perspective. We begin by examining classic and contemporary phenomenological, psychodynamic, semiotic, structuralist, and post-structuralist theories of self and/or subject formation. Moving into the ethnographic literature, we assess the utility of these models for understanding the selves of others, particularly in critical juxtaposition to multiple and alternate theories of the self and/or person as understood in different cultures. By examining debates in the anthropology of emotion, cognition, healing, and mental health we bring into sharper focus the particular theoretical and empirical contributions (and/or limits and failures) of anthropologists towards developing a cross-cultural psychology.	Willford, A	4	Spring	0	0	0	0	0	0	NO	YES	25%
ANTHR 4495 (X-list: ARKEO 4495, IARD 4495, LING 4495)	Rice and Language In recent years numerous breakthroughs have been made in the study of early human history and the formidable role of agriculture in that story. New insights in several disciplines have cast new light on areas previously believed to lie outside of the reach of science. Taking early crop domestication and agricultural expansions and parallel socio-cultural and linguistic developments such as migration and language diversification among early peoples of Asia as a special focus, we will consider evidence from the study of geography, water, rice domestication, plant genetics, human genetics, language, and identity and social change. We will pay special attention to the conversation between disciplines, to how data and insights can be compared from different disciplines, and how the significance of new insights can be enhanced in the light of the theories and methods in different academic disciplines. The focus is Asian rice, but geographically the course has numerous, worldwide comparative dimensions.	Fiskesjö, M	4	Fall	0	0	0	0	0	0	NO	YES	50%



Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter-		% SEA Content
					UG	Grad	UG	Grad	14-'15	Disp.	
<b>ANTHR 4513</b> (X-list: ASIAN 4413)	<b>Religion &amp; Politics In SE Asia</b> This course explores how religious beliefs and practices in Southeast Asia have been transformed by the combined forces of colonialism, nationalism, and globalization. By examining both diversity and resurgence in one of the world's most rapidly modernizing regions, we aim to understand the common economic, social, and political conditions that are contributing to the popularity of contemporary religious movements. At the same time, we also consider the unique ideological, theological, and cultural understandings behind different religions and movements. Through this process we also rethink conceptions of modernity.	<b>Willford, A</b>	<b>4</b>	<b>Spring</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>100%</b>
<b>ANTHR 4523</b> (X-list: ANTHR 7523)	<b>China-SE Asia Borderlands</b> This seminar course is a new in-depth look at classical issues regarding the making of history, revisiting the mountain borderlands in between China and Southeast Asia made famous by anthropologists (Leach, Lévi-Strauss, Kirch, and Friedman) attempting to understand structure, history, and center-periphery transformations. Are the peoples of this region (Kachin, Wa, Naga, etc predetermined by fateful forces and processes beyond their control, as prisoners of geography and circumstance, or what role do they have in the making of their own history? The course addresses themes from regional ethnography as well as theoretical issues, and forms an introduction to field research in this fertile region.	<b>Fiskesjo, M</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>NO</b>	<b>YES</b>	<b>75%</b>
<b>ANTHR 6000</b>	<b>Proseminar: Culture and Symbol</b> Focuses on an appreciation of symbolic, expressive, and representational forms and processes both as producers and products of social activities. Through the study of symbolic anthropology, structuralism, exchange, myth and ritual, religion, gender, personhood, linguistics, semiology, etc., the course investigates how identity and meaning are linked to the practical exigencies of social life. While emphasizing aspects of the discipline generally associated with cultural anthropology, the course endeavors to set the stage for a dialectical understanding of social, political, economic, and symbolic activities as interrelated phenomena. The works of de Saussure, Lévi-Strauss, Dumont, Geertz, Victor Turner, Sahlins, among others, as well as contemporary theories are given careful attention.	<b>Sangren, S</b>	<b>6</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>25%</b>
<b>ANTHR 6420</b>	<b>Ritual &amp; Myth</b> This seminar focuses on theories of ritual and myth, engaging first classic formulations as found in Durkheim, Weber, and Evans-Pritchard, then the contributions to what converged as symbolic anthropology and structuralism including Lévi-Strauss, Geertz, and Victor Turner. In the second part of the semester we engage new directions in anthropology of ritual and myth considering psychoanalytic approaches, practice theory, and deconstruction. Everyone in the seminar is expected to write a term paper on a topic of their choice.	<b>Holmberg, D</b>	<b>4</b>	<b>Spring</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	<b>25%</b>

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered Inter-		% SEA Content
					UG	Grad	0	UG	Grad	0	YES	NO	

**ANTHR 6440**  
**Research Design**

**Welker,M**

**4**

**Spring**

**0**

**0**

**0**

**YES**

**NO**

**25%**

This seminar focuses on preparing a full-scale proposal for anthropological fieldwork for a dissertation. Topics include identifying appropriate funding sources; defining a researchable problem; selecting and justifying a particular fieldwork site; situating the ethnographic case within appropriate theoretical contexts; selecting and justifying appropriate research methodologies; developing a feasible timetable for field research; ethical considerations and human subjects protection procedures; and preparing appropriate budgets. This is a writing seminar, and students will complete a proposal suitable for submission to a major funding agency in the social sciences.

**ANTHR 7419**

**Anthropology of Corporations**

**Welker,M**

**4**

**Fall**

**0**

**0**

**NO**

**YES**

**50%**

**(X-list: ANTHR 4419)**

This course develops an anthropological approach to corporations with a focus on large, profit-oriented, publicly-traded corporations. To denaturalize the corporation, we will consider competing cultural logics internal to corporations as well as the contingent historical processes and debates that shaped the corporate form over the past two centuries. The course will examine processes through which various social groups have sought to alter and restrain corporations as well as reciprocal corporate attempts to reshape the social environment in which they operate.

**ANTHR 7437**

**Anthropology of Development**

**Welker,M**

**4**

**Fall**

**0**

**0**

**NO**

**YES**

**50%**

**(X-list: ANTHR 4437)**

This course provides an anthropological perspective on international development. After reading orthodox theories of development and considering them in historical context, we will examine ethnographic accounts of postcolonial development that draw on political economy and poststructuralist traditions. The final portion of the course looks critically at the emergence of discourses such as participation, empowerment, social capital, civil society, and sustainability in mainstream development.

**ANTHR 7467**

**Self and Subjectivity**

**Willford,A**

**4**

**Spring**

**0**

**0**

**NO**

**YES**

**25%**

**(X-list: ANTHR 4467)**

This course examines theories of subjectivity and self-formation from a comparative, ethnographic perspective. We begin by examining classic and contemporary phenomenological, psychodynamic, semiotic, structuralist, and post-structuralist theories of self and/or subject formation. Moving into the ethnographic literature, we assess the utility of these models for understanding the selves of others, particularly in critical juxtaposition to multiple and alternate theories of the self and/or person as understood in different cultures. By examining debates in the anthropology of emotion, cognition, healing, and mental health we bring into sharper focus the particular theoretical and empirical contributions (and/or limits and failures) of anthropologists towards developing a cross-cultural psychology.

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered Inter-		% SEA Content
					UG	Grad	UG	UG	Grad	14-'15	YES	NO	
<b>ANTHR 7495</b> (X-List: ANTHRO 4495, ARKEO 4495, 7495, IARD 4495, 7495, LING 4495, 7495)	<b>Rice and Language</b> In recent years numerous breakthroughs have been made in the study of early human history and the formidable role of agriculture in that story. New insights in several disciplines have cast new light on areas previously believed to lie outside of the reach of science. Taking early crop domestication and agricultural expansions and parallel socio-cultural and linguistic developments such as migration and language diversification among early peoples of Asia as a special focus, we will consider evidence from the study of geography, water, rice domestication, plant genetics, human genetics, language, and identity and social change. We will pay special attention to the conversation between disciplines, to how data and insights can be compared from different disciplines, and how the significance of new insights can be enhanced in the light of the theories and methods in different academic disciplines. The focus is Asian rice, but geographically the course has numerous, worldwide comparative dimensions.	<b>Fiskesjö,M</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>50%</b>
<b>ANTHR 7520</b>	<b>SE Asia Rdgs in Special Problems</b> Independent reading course on topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.	<b>Staff</b>	<b>Varied</b>	<b>Fall/Spring</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>100%</b>
<b>ANTHR 7523</b> (X-list: ANTHR 4523)	<b>China-SE Asia Borderlands</b> This seminar course is a new in-depth look at classical issues regarding the making of history, revisiting the mountain borderlands in between China and Southeast Asia made famous by anthropologists (Leach, Lévi-Strauss, Kirch, and Friedman) attempting to understand structure, history, and center-periphery transformations. Are the peoples of this region (Kachin, Wa, Naga, etc predetermined by fateful forces and processes beyond their control, as prisoners of geography and circumstance, or what role do they have in the making of their own history? The course addresses themes from regional ethnography as well as theoretical issues, and forms an introduction to field research in this fertile region.	<b>Fiskesjö,M</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>NO</b>	<b>YES</b>	<b>YES</b>	<b>75%</b>
<b>ANTHR 7545</b> (X-list: ANTHR 3545)	<b>Peop &amp; Cult of Himalayas</b> A comprehensive exploration of the peoples and cultures of the Himalayas. Ethnographic materials draw on the lifeways of populations living in the Himalayan regions of Bhutan, India, Nepal, and Tibet. Some of the cultural issues to be examined through these sources include images of the Himalayas in the West, forms of social life, ethnic diversity, political and economic history, and religious complexity.	<b>March,K</b>	<b>4</b>	<b>Fall</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>25%</b>

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered Inter- 14-'15	Dis- p.	% SEA Content
ANTHR 7910	Ind Study: Grad I Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.	Faculty	Varied	Fall	UG	0	4	UG	0	0	YES	YES	25%
ANTHR 7910	Ind Study: Grad I Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.	Faculty	Varied	Spring	UG	0	3	UG	0	5	YES	YES	25%
Architecture (2)													
ARCH 1801 (X-list: ARCH 5801)	History of Architecture I The history of the built environment as social and cultural expression from the earliest to more recent times. Themes, theories, and ideas in architecture and urban design are explored, beginning with the earliest written records.	Woods, M	3	Fall	UG	67	0	UG	66	1	YES	NO	25%
ARCH 5801 (X-list: ARCH 1801)	History of Architecture I The history of the built environment as social and cultural expression from the earliest to more recent times. Themes, theories, and ideas in architecture and urban design are explored, beginning with the earliest written records.	Woods, M	3	Fall	UG	0	10	UG	0	10	YES	NO	25%
Archaeology (6)													
ARKEO 3450 (X-list: ANTHR 3451, ARTH 3450)	Global Movement of Cult Heritage In this course we explore "cultural heritage" as an idea, and as objects which change hands across continents. Our focus is the global trade of fragments of monuments, statues, tomb furnishings and other antiquities derived from poorer areas of the world, ranging from Benin and Afghanistan to China and Cambodia, transferred to collectors and museums in wealthier countries. We use anthropological perspectives to explore a range of issues such as contested spoils of war, looting and international law, auctions and collecting, value and representation, as well as the role of knowledge, the academy, and world public opinion. (Comparative Survey)	Fiskesjö, M	4	Fall	UG	2	0	UG	0	0	NO	YES	25%
ARKEO 3520	Kings and States of Ancient Asia	Fiskesjö, M	4	Fall	UG	0	0	UG	0	0	NO	YES	50%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014	Offered Inter-	% SEA	
					UG	Grad	UG	Grad	14-'15	Content	
(X-list: ANTHR 3520, ASIAN 3362)	This course investigates non-Western systems of political power and their creation in history. We will study the formative processes of Asia's kingdoms and empires, with special attention to both ideological conceptions and material foundations. Among areas to be studied will be the archaic Chinese states and early empires; the Cambodian Angkor empire; as well as state-making in early Burma, Japan, and other parts of Asia. General theory and concepts of state formation and political power, as well as processes of secondary state formation and center-periphery mimesis and domination in other world areas, will also be introduced and compared. By surveying and re-examining the fast-expanding archaeology and history of Asian state-making, the course will offer a background for understanding the politics of state power in both historical and contemporary Asia.	Fiskesjö,M	4	Fall	0	0	0	0	NO	YES	50%
ARKEO 4495	Rice and Language										
(X-list: ANTHR 4495, 7495, IARD 4495, LING 4495, 7495, ARKEO 7495)	In recent years numerous breakthroughs have been made in the study of early human history and the formidable role of agriculture in that story. New insights in several disciplines have cast new light on areas previously believed to lie outside of the reach of science. Taking early crop domestication and agricultural expansions and parallel socio-cultural and linguistic developments such as migration and language diversification among early peoples of Asia as a special focus, we will consider evidence from the study of geography, water, rice domestication, plant genetics, human genetics, language, and identity and social change. We will pay special attention to the conversation between disciplines, to how data and insights can be compared from different disciplines, and how the significance of new insights can be enhanced in the light of the theories and methods in different academic disciplines. The focus is Asian rice, but geographically the course has numerous, worldwide comparative dimensions.	Fiskesjö,M	4	Fall	0	0	0	0	NO	YES	50%
ARKEO 7495	Rice and Language										
(X-list: ANTHR 4495, 7495, IARD 4495, LING 4495, 7495 ARKEO 4495)	In recent years numerous breakthroughs have been made in the study of early human history and the formidable role of agriculture in that story. New insights in several disciplines have cast new light on areas previously believed to lie outside of the reach of science. Taking early crop domestication and agricultural expansions and parallel socio-cultural and linguistic developments such as migration and language diversification among early peoples of Asia as a special focus, we will consider evidence from the study of geography, water, rice domestication, plant genetics, human genetics, language, and identity and social change. We will pay special attention to the conversation between disciplines, to how data and insights can be compared from different disciplines, and how the significance of new insights can be enhanced in the light of the theories and methods in different academic disciplines. The focus is Asian rice, but geographically the course has numerous, worldwide comparative dimensions.										
ARKEO 6000	Special Topics In Archaeology	Staff	Varied	Fall	0	1	0	1	YES	YES	25%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Disp.	% SEA Content
					UG	Grad	UG	Grad			
ARKEO 6000	Graduate students pursue advanced topics of particular interest under the guidance of a faculty member(s).	Instructor									
	Graduate students pursue advanced topics of particular interest under the guidance of a faculty member(s).	Staff	Varied	Spring	0	1	0	0	YES	YES	25%

Course Number Art History (17)	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Disp.	% SEA Content
					UG	Grad	UG	Grad			
ARTH1134	<b>FWS: Performing Objects</b>	McGowan, K	3	Fall	0	0	0	0	NO	YES	75%
	The twin phenomena of performing and collecting are as old as time, and both require an intense entanglement with words and things. This course will consider the significance of objects and their related texts within the field of art history and, indeed, more widely as they are "performed" and "collected" (sometimes both initiatives occurring simultaneously) in Asian Art and Culture. A series of writing assignments will build on the powerful allure of objects. Students will be encouraged to explore the politics of their ever-shifting biographies, their strategies of selection, designation, fabrication, and, when auspiciously ephemeral, their creative destruction and renewal. Various performative and collective containments will be mapped as they transcend boundaries, cultural and otherwise. Masked dances and their costume elements, clay pots, bronzes, serpentine daggers, miniature paintings and gardens, musical instruments and embroidered story cloths, shadow puppets, spices, exotic flora and fauna, film, fossils, and folktales will be fair game. Classes will be held in the Herbert F. Johnson Museum when appropriate.										
ARTH 1146	<b>FWS: Beyond the Girl</b>	Corey, P	3	Fall	0	0	15	0	NO	YES	75%
	Vietnam has featured powerfully in the global imaginary in the last century, from French colonial nostalgia for the tropics of Indochina, to a battle of hearts and minds played out on television screens around the world, to artistic evocations of loss and reconnection from its diaspora. This course looks at the ways in which diverse representations of Vietnam have been enacted from inside and outside the country, through media ranging from art, film, photography, and literature. Visual and textual analyses will inform discussions of how a particular country has at certain historical moments been used as a metaphor for social, cultural, and political phenomena. Assignments will not only involve interpretative analysis and critical argumentation, but will also encourage an aptitude for different styles of writing.										
ARTH 2805 (X-list: ASIAN 2285, VISST 2805)	<b>Material Worlds</b>	McGowan, K & Pan, A	4	Spring	24	1	22	2	NO	YES	75%
	Trade in and to Asia proved to be a key force in creating our modern "globalized" world. The Indian Ocean and the China Seas converged on Southeast Asia, where a cosmopolitan array of ships from every shore plied their trade, set sail, and returned with the monsoon winds. People, goods, and ideas also traveled on camelback across the undulating contours of the Gobi Desert, connecting India, the Near East and Central Asia with China, Korea, and Japan. This course introduces students to the raw ingredients of things in motion, poised interactively in time and space, as material worlds collide. Wood, bamboo, bronze, clay, earthenware, ink, spices, textiles and tea - students will navigate sites of encounter at the Herbert F. Johnson Museum from pre modern to the present.										



Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
ARTH 3450 (X-list: ANTHR 3451, ARKEO 3450)	<b>Global Movement of Cultural Heritage</b> In this course we explore "cultural heritage" as an idea, and as objects which change hands across continents. Our focus is the global trade of fragments of monuments, statues, tomb furnishings and other antiquities derived from poorer areas of the world, ranging from Benin and Afghanistan to China and Cambodia, transferred to collectors and museums in wealthier countries. We use anthropological perspectives to explore a range of issues such as contested spoils of war, looting and international law, auctions and collecting, value and representation, as well as the role of knowledge, the academy, and world public opinion. (Comparative Survey)	Fiskesjö, N	4	Fall	4	1	0	0	NO	YES	25%
ARTH 3850 (X-list: ASIAN 3350, VISST 3696)	<b>The Arts of Southeast Asia</b> The arts of Southeast Asia will be studied in their social context, since art plays a role in most of the salient occasions in life in traditional societies. Special emphasis will be devoted to developments in Indonesia, Thailand, and Cambodia. Among topics covered will be the shadow puppet theater of Java, textiles, architecture, sculpture, and Bali's performance tradition.	McGowan, K	4	Fall	7	1	0	0	YES	YES	100%
ARTH 3855 (X-list: ASIAN 3394, VISST 3655)	<b>The House and the World</b> In many Asian societies, houses are regarded as having a vitality of their own. This course will examine the role of the house as a living organism in Asia. Houses also function as storehouses for material and immaterial wealth; artifacts such as textiles, jewelry, sculptures, and masks function within the house as ancestral heirlooms, conveying their own currents of life force, the power from which serving to blend with the vitality of the house. The indigenous architectural traditions of India, Vietnam, Thailand, Indonesia, and the Philippines will be examined. By studying the inhabited spaces of others, divining their technologies of construction and their applied symbolologies, students will be provided with powerful tools for examining the visual skills and sensibilities of other cultures.	McGowan, K	4	Fall	0	0	0	0	YES	YES	75%
ARTH 4107 (X-list: AMST 4301, VISST 4607)	<b>The Museum And The Object</b> This semester, we will focus on the social, economic and cultural challenges of the American art museum in the twenty-first century. Taking advantage of the recent expansion of the Herbert F. Johnson Museum of Art, advanced students will have the opportunity to work directly with curatorial specialists and original works of art from the museum's wide ranging collection of objects from across cultures and centuries. Of special focus will be the newly created Visible Storage Gallery, which enables viewing and comparison of objects from diverse cultures and media in situ. Sessions focus on art and material culture analysis by questioning the ways quality, function and meaning is determined in works of art – all important considerations in the constitution of a diverse American art collection. Topics include methods of attribution, cultural patrimony, fakes and forgeries, techniques and media, restoration and conservation, art education and theories of perception. Session leaders include the curatorial staff of the art museum.	Finley, C	4	Fall	5	1	0	0	YES	YES	75%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered Inter-		% SEA Content
					UG	Grad		UG	Grad		14-'15	Disp.	
ARTH 4851 (X-list: VISST 4851, ARTH 6851)	<b>Performing Objects/Collecting</b> The twin phenomena of performing and collecting are as old as time, and both require an intense entanglement with things. This seminar examines the significance of objects and their related texts within the field of Art History and, indeed, more broadly as they are "performed" and "collected" (sometimes both initiatives occurring simultaneously) in Asian Art and Culture. Various performative and collective containments will be mapped as the transcend boundaries: temporal, spatial, cultural, intertextual, and disciplinary. Masked dances and their costume elements, clay pots, bronzes, serpentine daggers, musical instruments, embroidered story cloths, shadow puppets, flora, fauna, and film will be explored.	McGowan,K	4	Fall	6	0		0	0		NO	YES	75%
ARTH 4852 (X-list: ARTH 6852, ASIAN 4442, ASIAN 6646, VISST 4852)	<b>Shadowplay: Asian Art and Perform.</b> Shadowplay is a superb medium for storytelling. As with many performing arts in Asia, neither the highly stylized images of puppets, nor its musical, or linguistic complexity detract from its wide popularity. Why does an art that appears so obscure exercise such broad appeal? This seminar explores the playful and politically adept fluctuations of shadows across screens from India to Mainland and Island Southeast Asia. We will also briefly examine East Asian developments, particularly in China and Japan. In each of the countries where shadow theatre exists it has acquired its own repertory and a distinct technique and style of its own. This aesthetic has translated locally into paint, sculpture, architecture, cinema, and modern and contemporary installation art.	McGowan,K	4	Spring	0	0		0	0		YES	YES	50%
ARTH 4855 (X-list: ARTH 6855, ASIAN 4487, ASIAN 6644)	<b>Threads of Consequence</b> This seminar explores how patterned cloths serve as a symbolic medium, functioning on multiple levels of understanding and communication. As spun, dyed, and woven threads of consequence, textiles can be seen to enter into all phases of social, economic, political, religious, and performance processes, often assuming unusual properties and attributes. As bearers of talismanic messages, signifiers of rank, and as the recipients of influences from maritime trade and touristic demand, textiles are read between the folds of complex exchange mechanisms in South and Southeast Asia.	McGowan,K	4	Spring	6	0		0	0		NO	YES	75%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Disp.	% SEA Content
					UG	Grad	UG	Grad			
ARTH 4856 (X-list: ARTH 6856)	<b>Producing Cloth Cultures</b> It is a fundamental part of human activity to dress or cover one's body and environment. While the symbolic significance of such clothing has long been recognized, the activity of producing fabric itself deserves more attention. By this we do not only mean the various techniques and technological devices involved in spinning, weaving, stitching, or sewing, but also the analogical activities and metaphors they entailed. What stories did they tell? How did their connection to writing, remembering, lovemaking, or ruling one's kingdom, to name but a few examples, play out metaphorically in cloth? And how did fabrics depend on or transform the transmission of techniques, fashions and motives, but also gender, concepts of the body or the built environment? This team-taught seminar explores the presence, production, function and meaning of fabric in the built and lived environment. In a comparative approach we will explore evidence from Greco-Roman and Asian Art from the distant past to the contemporary moment.	McGowan, K	4	Spring	0	0	0	0	YES	YES	75%
ARTH 4858 (X-list: ARTH 6858, ASIAN 4456, ASIAN 6656)	<b>Dancing the Stone</b> This course examines the role of temples and their sculptural programs in South and Southeast Asia as creative stimuli for performative reenactments. Choreographic encounters between imagination and memory will be mapped as they occur at various points historically and politically in Java, Bali, Cambodia and India. Since architectural choreography implies the human body's inhabitation and experience of place, the nature of ritualized behavior and its relationship to performance and politics will be explored spatially, both in organizing experience and defining or redefining identity on colonial, national, and diasporic margins. Bringing back the haptic sense (i.e. of feeling and doing at the same time) students will have the unique opportunity to balance the demands of learning a Balinese traditional dance while exploring performance traditions in historical perspective.	McGowan, K	4	Spring	0	0	7	3	NO	YES	75%
ARTH 4860 (X-list ARTH 6860, VISST 4860)	<b>Working Hot: Exploring Art Beyond Rep.</b> The sizzling hiss of white-hot iron plunged in water, the slap and punch required to put a hole in a solid wad of clay on a kick-wheel, the whirring of a drop spindle in motion... Can we capture or theorize the creative process? What happens in the heat of the moment when artists engage with their materials? This seminar, part of the Johnson Museum of Art's Mellon Foundation initiative, will explore the terrains of art beyond representation. Engaging art production with museum practice, the course will be taught by associate professor, Kaja M. McGowan, and associate director & Ames Curator of Education, Cathy Rosa Klimaszewski. Classes will be held at the museum, and in a number of designated workshops where artists engage in the heat of the moment.	McGowan, K	4	Fall	0	0	0	0	YES	YES	25%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered Inter- 14-'15	Disp.	% SEA Content
					UG	Grad	UG	UG	Grad	0	NO	YES	
ARTH 6851 (X-list: VISST 4851, ARTH 4851)	<b>Performing Objects/Collecting</b> The twin phenomena of performing and collecting are as old as time, and both require an intense entanglement with things. This seminar examines the significance of objects and their related texts within the field of Art History and, indeed, more broadly as they are “performed” and “collected” (sometimes both initiatives occurring simultaneously) in Asian Art and Culture. Various performative and collective containments will be mapped as the transcend boundaries: temporal, spatial, cultural, intertextual, and disciplinary. Masked dances and their costume elements, clay pots, bronzes, serpentine daggers, musical instruments, embroidered story cloths, shadow puppets, flora, fauna, and film will be explored.	McGowan,K	4	Fall	0	0	0	0	0	0	NO	YES	75%
ARTH 6852 (X-list: ARTH 4852, ASIAN 4442, ASIAN 6646, VISST 4852)	<b>Shadowplay: Asian Art and Perform.</b> Shadowplay is a superb medium for storytelling. As with many performing arts in Asia, neither the highly stylized images of puppets, nor its musical, or linguistic complexity detract from its wide popularity. Why does an art that appears so obscure exercise such broad appeal? This seminar explores the playful and politically adept fluctuations of shadows across screens from India to Mainland and Island Southeast Asia. We will also briefly examine East Asian developments, particularly in China and Japan. In each of the countries where shadow theatre exists it has acquired its own repertory and a distinct technique and style of its own. This aesthetic has translated locally into paint, sculpture, architecture, cinema, and modern and contemporary installation art.	McGowan,K	4	Spring	0	0	0	0	0	0	YES	YES	50%
ARTH 6855 (X-list: ARTH 4855, ASIAN 4487, ASIAN 6644)	<b>Threads of Consequence</b> This seminar explores how patterned cloths serve as a symbolic medium, functioning on multiple levels of understanding and communication. As spun, dyed, and woven threads of consequence, textiles can be seen to enter into all phases of social, economic, political, religious, and performance processes, often assuming unusual properties and attributes. As bearers of talismanic messages, signifiers of rank, and as the recipients of influences from maritime trade and touristic demand, textiles are read between the folds of complex exchange mechanisms in South and Southeast Asia.	McGowan,K	4	Spring	0	1	0	0	0	0	NO	YES	75%
ARTH 6858 (X-list: ARTH 4858, ASIAN 4456, ASIAN 6656)	<b>Dancing the Stone</b> This course examines the role of temples and their sculptural programs in South and Southeast Asia as creative stimuli for performative reenactments. Choreographic encounters between imagination and memory will be mapped as they occur at various points historically and politically in Java, Bali, Cambodia and India. Since architectural choreography implies the human body's inhabitation and experience of place, the nature of ritualized behavior and its relationship to performance and politics will be explored spatially, both in organizing experience and defining or redefining identity on colonial, national, and diasporic margins. Bringing back the haptic sense (i.e. of feeling and doing at the same time) students will have the unique opportunity to balance the demands of learning a Balinese traditional dance while exploring performance traditions in historical perspective.	McGowan,K	4	Spring	0	0	7	3	0	0	NO	YES	75%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered	Inter-	% SEA
Asian Studies (75)					UG	Grad	UG	Grad	14-15	Disp.	Content
ASIAN 1100	<b>FWS: Fictional Fascinations</b>  This course introduces students to academic writing through reading and writing about colonial fiction in Southeast Asia. Known as a “crossroads of the world,” the regions of Southeast Asia fascinated many famous Western writers from the late nineteenth century into the twentieth century. The writings of these authors have constructed many of the ideas we have of the “exotic” countries of Southeast Asia, and in this class we will explore some of this fiction in conjunction with short historical readings about the specific cultural contexts they depict. In our writing assignments, we will emphasize various elements such as organization, tone, and style, that contribute to persuasive academic writing. Writings include texts by Joseph Conrad, Somerset Maugham, Graham Green, and George Orwell.	Patterson, L	3	Spring	0	0	0	0	NO	NO	100%
ASIAN 1106	<b>FWS: The Great Epic of India</b>  The great Sanskrit epic, Mahabharata, is one of the principal monuments of world literature. This vast, enthralling, and powerful tale of intra-family war and world-historical decline (of which the famous Bhagavad Gita forms but a small part) transformed the religious and literary consciousness of India, and exercised a broad impact throughout South and Southeast Asia. This course will introduce students to this remarkable text and the literary tradition it inaugurated, through selected readings from the epic itself, along with samples of later renditions of its story (including contemporary theatrical, TV, and comic book versions).	McCrea, L	3	Fall	0	0	16	0	NO	YES	25%
ASIAN 1107	<b>FWS: Religion and the State in Asia</b>  Jefferson once used the phrase “wall of separation” between church and state, imagining an ideal of secular government. Has this ideal been realized? Do other nations share this ideal? This course looks at problems generated by entanglement of religion and the state in Asian countries while taking a comparative look at similar problems in the West. Students will be introduced to important theoretical works on secularism, as well as case studies from Asia. The course addresses writing on two levels: the use of writing as a weapon in arguing for or against religion’s involvement with the state, and the use of academic writing to elucidate an understanding of these arguments. Assignments will include role-playing exercises, including a mock debate, in addition to academic essays.	Blackburn A & Young, J	3	Fall	0	0	0	0	0	0	40%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Disp.	% SEA Content
					UG	Grad	UG	Grad			
ASIAN 1109	<b>FWS: Writing Systems in E Asia</b> This course examines how independent written traditions arose in East Asia from the context of a shared, cosmopolitan experience of Chinese script and literature. We begin by briefly tracing the history of writing in China from its roots in oracle bone inscriptions through its multiple systematizations, as well as the production of a "literary language." We then turn to the local development of writing in Vietnam, Korea, and Japan, exploring the rise of vernacular traditions, at first partnering with, then replacing, Chinese script and discourse. The evolution of writing bears on many fields, from anthropology and politics to history and literature; our own writing work will develop the ability to marshal evidence in support of a cogent thesis - to understand, and ultimately join, scholarly discussions.	<b>Phan, J</b>	<b>3</b>	<b>Fall</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>25%</b>
ASIAN 1116	<b>FWS: The Huns</b> The Hun are commonly known as invaders from Asia in the fourth century CE who dominated Eastern Europe and campaigned in Western Europe until defeated in the mid-sixth century. This tale is but one aspect of a larger story about Huns and other peoples in nearly every part of Eurasia who were affected by them. The content of this writing seminar will include written accounts of the Huns and of events in the history of the Huns and in the histories of the peoples affected by them, epic tales such as the "Nibelungenlied," geographic factors in their history, information about the life of Attila, the most famous leader of the Huns, and archaeological evidence.	<b>Taylor, K</b>	<b>3</b>	<b>Spring</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>25%</b>
ASIAN 1117	<b>FWS: Love, Poetry and Revolution</b> This course examines concepts of love, poetry, and anti-colonial revolution in early modern Vietnamese fiction. We begin by examining the roots of these themes in classical Vietnamese "narrative poetry," such as Nguyen Du's nineteenth-century masterpiece, "The Tale of Kieu." In discussion and frequent writing assignments, we then trace the evolution of concepts of love, hardship, and revolution as literary themes in the emergent genre of the short story, and examine how they came to dominate early Vietnamese fiction against a backdrop of the violent fall of French colonial rule.	<b>Taylor, K</b>	<b>3</b>	<b>Spring</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>50%</b>
ASIAN 1191 (X-list: HIST 1910, CAPS 1910)	<b>Intro To Modern Asian History</b> This introductory course follows the history of Asia-Pacific from the nineteenth century to the present, focusing on relations of China, India, Japan, South, and Southeast Asia. This course is intended for students wanting a broad historical overview of what makes Asia distinctive and important in a global economy and in world politics.	<b>Ghosh, D &amp; Tagliacozzo, E</b>	<b>4</b>	<b>Fall</b>	<b>20</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>50%</b>

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
ASIAN 2206 (X-list: ASIAN 5507, HIST 2070, HIST 5070)	The Occidental Tourist  Travel can change our understanding of ourselves and the world. Throughout the course, we explore the connections between a writer's subjectivity and their experience of the world through their writing. We examine novels, diaries, short essays, and photographic collections by explorers, colonial officials, naturalists, and tourists who travel to and from Southeast Asia. To the extent we can, we also read works about Europe and America written by Southeast Asians. In addition to attending to a writer's subjectivity as it is produced through writing about others, we also consider the historical, political, and economic conditions that make travel possible. We will examine how travel writing is inflected with assumptions about the cultural values, race, class, and gender of both travelers and their domestic audience, on the one hand, and the people and places they write about, on the other. We will write about our own travel experiences and photos even as we critique the travel writing genre. The course ends by questioning the role of the internet in the future of tourism and travel in Southeast Asia.	Loos, T	4	Fall	0	0	0	0	YES	YES	50%
ASIAN 2208	Intro to Southeast Asia  For anyone curious about the most diverse part of Asia; defines Southeast Asia both as the nation-states that have emerged since 1945 (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam) and as a larger cultural world extending from southern China to Madagascar and Polynesia. Students find a serious, organized introduction to a variety of disciplinary and topical approaches to this region, including geography, linguistics, history, religion and ideology, anthropology, marriage and family systems, music, literacy and literature, art and architecture, agriculture, industrialization and urbanization, politics and government, warfare and diplomacy, ecological and human degradation, and business and marketing. The course teaches both basic information and different ways of interpreting that information.	Paterson, L	3	Fall	24	0	24	1	YES	YES	100%
ASIAN 2244	Asia in World History  This course presents Asia in the context of world history. It will introduce students to how Asian religions, ideologies, societies, economies, and political systems have developed from prehistoric times to the present as a part of the larger human experience on earth. It will show the distinctive characteristics of, and the interconnectedness among, the various regions of Asia: East Asia, Southeast Asia, Central Asia, South Asia, and West Asia.	Taylor, K	3	Fall	0	0	0	0	NO	NO	35%



Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Inter- Disp.	% SEA Content
					UG	Grad	UG	Grad			
ASIAN 2228 (X-list: HIST 2820)	<b>Indian Ocean World</b> This course looks at the many intersecting histories of the Indian Ocean. The Indian Ocean was the first oceanic basin that supported large-scale cross-cultural contact for mankind. These warm tropical waters saw peoples from East Africa, the Middle East, the Indian Sub-Continent and Southeast Asia all meet and mix over many centuries. The course will look at these histories of contact, spanning maritime studies, archaeological perspectives, winds and weather patterns (including the vital monsoons), religious migrations (including Buddhism, Christianity, and Islam), and the history of commerce (such as the Spice Trade). We will ask how the Indian Ocean became a crucial canvas for painting human history over vast, oceanic distances. Open to students interested in world history and its regional variants.	Tagliacozzo,E	4	Fall	0	0	0	0	YES	YES	50%
ASIAN 2245 (X-list: MUSIC 1341, VISST 2744)	<b>Gamelan In Indo Hist&amp;Culture</b> An introduction to Indonesia through its arts. The course combines hands-on instruction in the performance of gamelan music and the academic study of a broader range of Indonesian music in its sociocultural context.	Miller,C	3	Fall	0	0	4	0	YES	YES	100%
ASIAN 2245 (X-list: MUSIC 1341, VISST 2744)	<b>Gamelan In Indo Hist&amp;Culture</b> An introduction to Indonesia through its arts. The course combines hands-on instruction in the performance of gamelan music and the academic study of a broader range of Indonesian music in its sociocultural context.	Miller,C	3	Spring	3	0	5	0	YES	YES	100%
ASIAN 2253 (X-list: ANTHR 2520)	<b>Ten Thousand Islands</b> Indonesia beckons travelers and scholars alike with its colorful history and rich cultural and biological diversity. Across the archipelago, Indonesians speak hundreds of languages and make their livelihoods in a complex geography that ranges from sandy beaches and mangrove swamps to glacier-topped mountains and crowded urban centers. The world's fourth most populous country - with the world's largest Muslim population - Indonesia also attracts the attention of international policymakers, development experts, and business elites. Drawing together faculty from Anthropology, History, Government, Linguistics, Ethnomusicology, and History of Art, this course will explore Indonesia's internal dynamics as well as how its resources and location at a maritime crossroads enmesh the country in global processes of production, circulation, and exchange of material goods and ideas.	Welker,M	3	Spring	0	0	0	0	NO	YES	100%

Course Number	Course Title	Instructor McGowan, A. & Dunn, A.	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter- Disp.	% SEA Content
					UG	Grad	UG	Grad			
ASIAN 2285 (X-list: ARTH 2805, VISST 2805)	<b>Material Worlds</b>  Trade in and to Asia proved to be a key force in creating our modern "globalized" world. The Indian Ocean and the China Seas converged on Southeast Asia, where a cosmopolitan array of ships from every shore plied their trade, set sail, and returned with the monsoon winds. People, goods, and ideas also traveled on camelback across the undulating contours of the Gobi Desert, connecting India, the Near East and Central Asia with China, Korea, and Japan. This course introduces students to the raw ingredients of things in motion, poised interactively in time and space, as material worlds collide. Wood, bamboo, bronze, clay, earthenware, ink, spices, textiles and tea - students will navigate sites of encounter at the Herbert F. Johnson Museum from pre modern to the present.		4	Spring	9	0	7	0	NO	YES	75%
ASIAN 2296	<b>Chinese of Southeast Asia</b>  From a Thai king's pamphlet on the "Jews of the East," to the 1998 anti-Chinese riots in Indonesia, the ethnic Chinese of Southeast Asia have long been positioned as a privileged and wealthy elite who wield disproportionate power and influence. But what lies behind these stereotypes? Beginning with the history of Chinese migration to Southeast Asia, this interdisciplinary course will examine the changing relationship between China and its Southeast Asian sojourners, as well as Chinese cultural and social impact in the region. Through a series of case studies, the course will interrogate issues of how Chinese ethnicity is constructed within this transnational Chinese Diaspora, and how it impacts contemporary issues in Southeast Asia. Countries emphasized will include the city-state of Singapore, Indonesia, Malaysia, Thailand, Vietnam, and Burma.	Paterson, L		Spring	22	2	0	0	NO	YES	75%
ASIAN 2298 (X-list: HIST 2890)	<b>The US Vietnam War</b>  Covers politics and warfare among Vietnamese during the era of direct U.S. involvement (1950-1975). Evaluates the policies of the United States and also of other countries involved in Vietnamese events, particularly the PRC and the USSR. Analyzes how civil war affected Vietnamese society, politics, and culture and also how U.S. intervention affected American society, politics, and culture.	Logevall, F	4	Spring	14	0	0	0	YES	YES	50%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
ASIAN 3300 (X-list: ASIAN 6600)	Burma (Myanmar) Country Seminar  Burma (Myanmar) is rapidly gaining in importance, with political change on several fronts, following on decades of military rule, and a new openness to contacts with Western countries. This seminar is intended as an introduction to modern and historical Burma, and also as a new beginning in Cornell-Burma contacts. Through a series of guest presentations by experts from various academic fields and on a range of aspects, and also through critical readings about Burma, we will learn about history, religion, politics, ethnic minority issues, and more. The seminar is created for upper level undergraduates and graduate students and will provide an important starting point both for comparativists, Asian studies students in different specializations, and all those in interdisciplinary studies interested Asia	Fiskesjö,M	1	Fall	0	0	7	0	NO	YES	100%
ASIAN 3309 (X-list: RELST 3309)	Temple in the World  Buddhism is often thought of as a meditative and philosophical tradition, remote from the concerns and pleasures of everyday life, practical ethics, and politics. This course explores the unfolding of Buddhist life in contemporary South and Southeast Asia, in locations such as Burma, Thailand, India, Sri Lanka, Malaysia, and Cambodia. We will see how the practices of meditation and philosophical reflection enter the lives of Buddhists, along with other expressions of devotion, aesthetic fascination, political action, and sociability. Our goal will be to recognize the sensual, emotional, and social qualities of Buddhist practice, and the ways in which life unfolds in a Buddhist idiom.	Blackburn,A	3	Spring	0	0	7	0	YES	YES	50%
ASIAN 3331 (X-list: FGSS 3331, PMA 3431)	Gender and Sexuality in SEA Cinema  This course examines the new cinemas of Southeast Asia and their engagement with contemporary discourses of gender and sexuality. It pays special attention to the ways in which sexuality and gendered embodiment are at present linked to citizenship and to other forms of belonging. Focusing on globally circulating Southeast Asian films of the past 15 years, the course draws on current writings from feminism, Buddhist studies, affect theory, queer studies, postcolonial theory, and film studies to ask what new understandings of subjectivity might emerge from these cinemas and their political contexts. Films will be drawn from both mainstream and independent cinema and will include the work of directors such as Apichatpong Weerasethakul, Danny and Oxide Pang, Nguyen Tan Hoang, Yau Ching, Thunskia Pansittivorakul, Garin Nugroho, and Jean-Jacques Annaud.	Fuhrmann,A	4	Fall	0	0	5	2	YES	YES	100%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
ASIAN 3334 (X-list: GOVT 3443)	<b>Southeast Asian Politics</b> This course will give students the historical background and theoretical tools to understand the politics of Southeast Asia, one of the world's most diverse and fascinating regions. The first part of the course traces Southeast Asia's political development from the colonial period to the present day, examining common themes such as decolonization, state building, war and insurgency, ethnic relations, democratization, economic development, and nationalism. The second part of the course focuses on key issues in contemporary Southeast Asian politics, including political culture, representation and mass politics, globalization, regional politics, and civil violence. Our course will concentrate primarily but not exclusively on the six largest countries in the region-Burma, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam-using the comparative method to understand variation across time, across countries, and within countries.	Pepinsky,T	4	Spring	0	0	4	0	NO	YES	100%
ASIAN 3345 (X-list: ANTHR 3546)	<b>Asian Minorities</b> This course will survey the situation of ethnic minorities in several Asian countries. We will learn about their culture and history, their recognition, identity and political status, as well as various forms of discrimination. We will adopt a comparative perspective that enables us to understand minorities in different Asian countries such as China, Japan, Burma, Thailand and others, and also compare with the United States and elsewhere, as well as enabling a discussion of identity production, race, power, and ethnicity on the global arena. We'll use a relational approach that includes understanding the majorities against whom the minorities are defined, as well as the political and historical background that will help explain the sometimes very different current situation for ethnic minorities in Asian countries.	Fiskesjö,M	4	Fall	0	0	0	0	YES	YES	50%
ASIAN 3350 (X-list: ARTH 3850, VISST 3696)	<b>The Arts of Southeast Asia</b> The arts of Southeast Asia will be studied in their social context, since art plays a role in most of the salient occasions in life in traditional societies. Special emphasis will be devoted to developments in Indonesia, Thailand, and Cambodia. Among topics covered will be the shadow puppet theater of Java, textiles, architecture, sculpture, and Bali's performance tradition.	McGowan,K	4	Fall	3	2	0	0	YES	YES	100%
ASIAN 3362 (X-list: ANTHR 3520, ARKEO 3520)	<b>Kings and States of Ancient Asia</b> This course investigates non-Western systems of political power and their creation in history. We will study the formative processes of Asia's kingdoms and empires, with special attention to both ideological conceptions and material foundations. Among areas to be studied will be the archaic Chinese states and early empires; the Cambodian Angkor empire; as well as state-making in early Burma, Japan, and other parts of Asia. General theory and concepts of state formation and political power, as well as processes of secondary state formation and center-periphery mimesis and domination in other world areas, will also be introduced and compared. By surveying and re-examining the fast-expanding archaeology and history of Asian state-making, the course will offer a background for understanding the politics of state power in both historical and contemporary Asia.	Fiskesjö,M	4	Fall	0	0	0	0	0	YES	50%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered Inter- 14-'15	Dispo- YES	Inter- YES	% SEA Content
					UG	Grad	UG	UG	Grad	UG				
ASIAN 3379 (X-list: ASIAN 6679)	SE Asian Literature in Translation  This course is an introduction to modern Southeast Asian literature in translation, concentrating on contemporary short stories and novels from the mainland. The course will explore the literature thematically with reference to such issues as modernization, decolonization, changing gender roles and relationships, and the urban-rural dichotomy.	Patterson,L	4	Spring	0	0	0	0	0	0	YES	YES	YES	100%
ASIAN 3385 (X-list: ASIAN 6685, HIST 3880, HIST 6880)	Vietnamese History  Survey of Vietnamese history and culture from earliest times to the present.	Taylor,K	4	Spring	3	0	0	0	0	0	YES	YES	YES	100%
ASIAN 3386 (X-list: ASIAN 6687, VISST 3360)	Translating SEA Through Film  In Western films Southeast Asia has always been portrayed as an exotic locale of romance, haunting landscapes, and "inscrutable" smiling natives. This class will explore the ways in which the countries of Southeast Asia have been portrayed in Western cinema, in juxtaposition with films produced in the countries themselves. In what ways is this exotic region constructed through Western eyes? To what degree has Southeast Asian cinema itself imitated this Occidental construct? What are the cultural themes explored by Southeast Asian filmmakers themselves? Through close analysis of the films, we will explore the process of visual translation from reality to fantasy in both the local and international contexts. Several Southeast Asian countries will be covered although there will be a concentration on Singapore, Thailand and Vietnam. No background in Film Studies or Southeast Asia is required.	Paterson,L	4	Spring	7	0	0	0	0	0	YES	YES	YES	100%
ASIAN 3394 (X-list: ARTH 3855, VISST 3655)	The House and the World  In many Asian societies, houses are regarded as having a vitality of their own. This course will examine the role of the house as a living organism in Asia. Houses also function as storehouses for material and immaterial wealth; artifacts such as textiles, jewelry, sculptures, and masks function within the house as ancestral heirlooms, conveying their own currents of life force, the power from which serving to blend with the vitality of the house. The indigenous architectural traditions of India, Vietnam, Thailand, Indonesia, and the Philippines will be examined. By studying the inhabited spaces of others, divining their technologies of construction and their applied symbolologies, students will be provided with powerful tools for examining the visual skills and sensibilities of other cultures.	McGowan,K	4	Fall	0	0	0	0	0	0	YES	YES	YES	75%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered Inter- 14-'15	Dispo.	% SEA Content
					UG	Grad	UG	UG	Grad	UG			
ASIAN 3396	SE Asian Hist From The 18th C	Loos, T & Tagliacozzo, E	4	Spring	5	0	9	0	0	YES	YES	YES	100%
(X-list: ASIAN 6696, HIST 3960, HIST 6960)													
	Surveys the modern history of Southeast Asia with special attentions to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.												
ASIAN 3397	Monsoon Kingdoms	Tagliacozzo, E	4	Fall	0	0	0	0	0	YES	YES	YES	100%
(X-list: ASIAN 6697, HIST 3950, HIST 6950)													
	This course examines Southeast Asia's history from earliest times up until the mid-eighteenth century. The genesis of traditional kingdoms, the role of monumental architecture (such as Angkor in Cambodia and Borobudur in Indonesia), and the forging of maritime trade links across the region are all covered. Religion - both indigenous to Southeast Asia and the great imports of Hinduism, Buddhism, Christianity and Islam - are also surveyed in the various premodern polities that dotted Southeast Asia. This course questions the region's early connections with China, India, and Arabia, and asks what is indigenous about Southeast Asian history, and what has been borrowed over the centuries. Open to undergraduates, both majors and non-majors in History, and to graduate students, though with separate requirements.												
ASIAN 4401	Asian Studies Honors Course	Faculty	4	Fall	5	0	1	0	0	YES	YES	YES	25%
Supervised reading and research on the problem selected for honors work.													
ASIAN 4402	Asian Stds Honors: Senior Essay	Kanemitsu, J & McCrea, L	4	Fall	2	0	0	0	0	YES	YES	YES	25%
The student, under faculty direction, prepares an honors essay.													
ASIAN 4402	Asian Stds Honors: Senior Essay	Carlson, A & Friedman, E	4	Spring	2	0	1	0	0	YES	YES	YES	25%
The student, under faculty direction, prepares an honors essay.													
ASIAN 4403	Supervised Reading	Faculty	Varied	Fall	4	1	2	0	0	YES	YES	YES	25%
Intensive reading under the direction of a member of the staff.													
ASIAN 4404	Supervised Reading	Law, J & Taylor, K	Varied	Spring	2	1	2	0	0	YES	YES	YES	25%
Intensive reading under the direction of a member of the staff.													

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
ASIAN 4413 (X-list: ANTHR 4513)	<b>Religion &amp; Politics In SE Asia</b> This course explores how religious beliefs and practices in Southeast Asia have been transformed by the combined forces of colonialism, nationalism, and globalization. By examining both diversity and resurgence in one of the world's most rapidly modernizing regions, we aim to understand the common economic, social, and political conditions that are contributing to the popularity of contemporary religious movements. At the same time, we also consider the unique ideological, theological, and cultural understandings behind different religions and movements. Through this process we also rethink conceptions of modernity.	Willford, A	4	Fall	3	1	0	0	YES	YES	100%
ASIAN 4414 (X-list: GOVT 4414, CAPS 4414)	<b>Politics, Violence, &amp; Study of Cambodia</b> This seminar embraces three goals. The first is to trace the evolution of politics in Cambodia from its independence to the present day, paying special attention to the last days of the Sangkum (1968-1970), the Khmer Republic (1970-1975), and Democratic Kampuchea under the Khmer Rouge (1975-1979). We will explore several themes, including postcolonial politics, insurgencies and civil conflict, and geopolitics and proxy wars. The second goal is to focus on the role of violence in Cambodian politics, both in terms that can be generalized to and from other political contexts (i.e., the USSR, China, Rwanda) as well as terms that are primordially, if not uniquely, Cambodian. The third goal of the course is to map out and evaluate the epistemology of Cambodian studies, to discuss the arguments and debates that divide the field, and to discuss the impact of these controversies on our past and present understanding of Cambodia. No prior knowledge of Cambodia is required or assumed.	Mertha, A	4	Spring	0	0	0	1	NO	YES	100%
ASIAN 4416 (X-list: ASIAN 6618, FGSS 4160, FGSS 6160, HIST 4160, HIST 6160)	<b>Gender &amp; Sexuality in Southeast Asia</b> Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary. Each year the course is offered, its emphasis shifts to adapt to changes in the fields of gender, sexuality and Asian Studies. It incorporates theoretical literature and content that is broader than that of Southeast Asia.	Loos, T	4	Fall	0	0	0	0	NO	YES	100%
ASIAN 4424 (X-list: ASIAN 6627)	<b>Asian Memoirs</b> From the Chinese Cultural Revolution to Khmer Rouge Cambodia, social upheaval in Asia has given rise to a genre of trauma memoir. In this course we will discuss how periods of societal terror are represented and remembered within these personal narratives. Through reading such accounts in conjunction with secondary scholarship, we will examine various issues of representation such as contended audience, construction of memory, and framing of individual experience. We will also examine to what extent these accounts contribute to, or contradict, national narratives of the respective countries.	Paterson, L	4	Fall	8	0	0	0	YES	YES	75%



Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered	Inter-	% SEA
ASIAN 4438	Monks Texts and Relics	Blackburn, A	4	Spring	UG	Grad	UG	Grad	14-'15	Disp.	Content
(X-list: RELST 4438, 6638, ASIAN 6638)	What role did magic and ritual play in the growth of Buddhism in South and Southeast Asia? Where did Buddhist monks travel and why? This course examines how Buddhist communities were formed by networks that carried monks, potent texts, and relic talismans throughout these regions, from the beginning of Buddhism to the present day.				0	0	0	0	YES	YES	90%
ASIAN 4442	Shadowplay: Asian Art and Perform.	McGowan, K	4	Spring	0	0	0	0	YES	YES	50%
(X-list: ARTH 4852, ARTH 6852, ASIAN 6646, VISST 4852)	Shadowplay is a superb medium for storytelling. As with many performing arts in Asia, neither the highly stylized images of puppets, nor its musical, or linguistic complexity detract from its wide popularity. Why does an art that appears so obscure exercise such broad appeal? This seminar explores the playful and politically adept fluctuations of shadows across screens from India to Mainland and Island Southeast Asia. We will also briefly examine East Asian developments, particularly in China and Japan. In each of the countries where shadow theatre exists it has acquired its own repertory and a distinct technique and style of its own. This aesthetic has translated locally into paint, sculpture, architecture, cinema, and modern and contemporary installation art.										
ASIAN 4456	Dancing the Stone	McGowan, K	4	Spring	0	0	7	3	NO	YES	80%
(X-list: ARTH 4858, ARTH 6858, ASIAN 6656)	This course examines the role of temples and their sculptural programs in South and Southeast Asia as creative stimuli for performative reenactments. Choreographic encounters between imagination and memory will be mapped as they occur at various points historically and politically in Java, Bali, Cambodia and India. Since architectural choreography implies the human body's inhabitation and experience of place, the nature of ritualized behavior and its relationship to performance and politics will be explored spatially, both in organizing experience and defining or redefining identity on colonial, national, and diasporic margins. Bringing back the haptic sense (i.e. of feeling and doing at the same time) students will have the unique opportunity to balance the demands of learning a Balinese traditional dance while exploring performance traditions in historical perspective.										
ASIAN 4458	Peddlers, Pirates, and Prostitutes	Tagliacozzo, E	4	Fall	0	0	1	0	NO	YES	100%
(X-list: ASIAN 6658, HIST 4490, HIST 6490)	Can the subaltern speak? This course will examine Southeast Asian History from "below" over the course of a single century, 1800-1900. The laboring histories of peddlers, "pirates" and prostitutes - all actors usually considered to be "marginal" to the state - will be under consideration. How do we look for clues to these peoples' lives? Were there similarities in experience across disparate geographies? What did it mean to be an outlaw, "deviant," or poor in colonial Southeast Asia? This course attempts to answer some of these questions. Open to students with broad interests in social and cultural history, subaltern studies, and Southeast Asia as a region.										

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad		UG	Grad				
ASIAN 4462 (X-list: RELST 4462, ASIAN 6662)	Relig Colonial & Nation Taught as a seminar, the course engages recent theoretical literature on the relations between religion, colonialism and nation formation. This theoretical literature is read in conjunction with historical and ethnographic materials from South and Southeast Asian contexts, which allow us to explore the intellectual promise and limitations of the theoretical work in question.	Blackburn,A	4	Fall	1	0		2	0		NO	YES	50%
ASIAN 4475 (X-list: CAPS 4870, GOVT 4877, GOVT 6877)	Asian Security This course focuses primarily on China's evolving role in both Asia and world politics. It does so based on the premise that what China does in Asia may not necessarily be the sole determinant of the type of security order that will prevail there, but, that it does have a profound influence on the region (and, potentially, on the global order as well). In other words, in order to gain an understanding of the state of security issues in Asia today the seminar attempts to come to terms with the evolving nature of China's foreign policy and national security strategies. The course then concentrates on the most influential academic work on China's foreign relations and national security policies that has been published since the end of the Cold War.	Carlson,A	4	Fall	2	0		6	1		NO	YES	25%
ASIAN 4487 (X-list: ARTH 4855, ARTH 6855, ASIAN 6644)	Threads of Consequence This seminar explores how patterned cloths serve as a symbolic medium, functioning on multiple levels of understanding and communication. As spun, dyed, and woven threads of consequence, textiles can be seen to enter into all phases of social, economic, political, religious, and performance processes, often assuming unusual properties and attributes. As bearers of talismanic messages, signifiers of rank, and as the recipients of influences from maritime trade and touristic demand, textiles are read between the folds of complex exchange mechanisms in South and Southeast Asia.	McGowan,K	4	Spring	2	0		0	0		YES	YES	75%
ASIAN 4498 (X-list: GOVT 4194)	Asian Political Economy This seminar is an advanced introduction to political economy in contemporary South, Southeast, and East Asia. Our central task is to uncover the political underpinnings of economic performance across countries and over time. Along the way, we will address issues such as corruption and rent-seeking, the developmental state, class conflict, ethnic politics, reform and stagnation, and democracy.	Pepinsky,T	4	Spring	0	0		13	0		NO	YES	25%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered Inter- 14-'15	Disp.	% SEA Content
					UG	Grad	0	UG	Grad	0			
ASIAN 5507 (X-list: ASIAN 2206, HIST 2070, HIST 5070)	The Occidental Tourist  Travel can change our understanding of ourselves and the world. Throughout the course, we explore the connections between a writer's subjectivity and their experience of the world through their writing. We examine novels, diaries, short essays, and photographic collections by explorers, colonial officials, naturalists, and tourists who travel to and from Southeast Asia. To the extent we can, we also read works about Europe and America written by Southeast Asians. In addition to attending to a writer's subjectivity as it is produced through writing about others, we also consider the historical, political, and economic conditions that make travel possible. We will examine how travel writing is inflected with assumptions about the cultural values, race, class, and gender of both travelers and their domestic audience, on the one hand, and the people and places they write about, on the other. We will write about our own travel experiences and photos even as we critique the travel writing genre. The course ends by questioning the role of the internet in the future of tourism and travel in Southeast Asia.	Loos,T	4	Fall	0	0	0	0	0	0	YES	YES	50%
ASIAN 6396 (X-list: ASIAN 3396, HIST 3960, HIST 6960)	SE Asian Hist From The 18th C  Surveys the modern history of Southeast Asia with special attentions to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.	Loos,T & Tagliacozzo,E	4	Spring	0	5	0	0	6	0	YES	YES	100%
ASIAN 6600 (X-list: ASIAN 3300)	Burma (Myanmar) Country Seminar  Burma (Myanmar) is rapidly gaining in importance, with political change on several fronts, following on decades of military rule, and a new openness to contacts with Western countries. This seminar is intended as an introduction to modern and historical Burma, and also as a new beginning in Cornell-Burma contacts. Through a series of guest presentations by experts from various academic fields and on a range of aspects, and also through critical readings about Burma, we will learn about history, religion, politics, ethnic minority issues, and more. The seminar is created for upper level undergraduates and graduate students and will provide an important starting point both for comparativists, Asian studies students in different specializations, and all those in interdisciplinary studies interested Asia	Fiskesjö,M	1	Fall	0	0	0	0	7	0	NO	YES	100%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
ASIAN 6601 (X-list: HIST 4870, HIST 6870)	<b>Seminar on Thailand</b> This seminar about modern Thailand tackles the issues that dominate the political, socio-cultural, economic and historic landscape of Thailand. It will ask, through critical readings about Thailand, where this non-colonized country "fits" in the scholarship on (post)coloniality, globalization, and development. We focus on the classics and new scholarship on Thailand that spans the fields of the humanities and social sciences, including politics, history, religion, and anthropology. The seminar is created for upper level undergraduates and graduate students and will provide, through an in-depth look at Thailand, an important pivot point for comparativists and those in interdisciplinary studies examining countries in Asia and the developing world generally.	Loos, T	4	Fall	0	6	0	0	NO	YES	100%
ASIAN 6613	<b>SEA Bibliography &amp; Research Methods</b> Recommended prerequisite: reading knowledge of at least one SE Asian language or other Asian language and a major European language.	Green, G	1	Spring	0	5	0	0	YES	NO	100%
ASIAN 6618 (X-list: ASIAN 4416, FGSS 4160, FGSS 6160, HIST 4160, HIST 6160)	<b>Gender &amp; Sexuality in Southeast Asia</b> Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary. Each year the course is offered, its emphasis shifts to adapt to changes in the fields of gender, sexuality and Asian Studies. It incorporates theoretical literature and content that is broader than that of Southeast Asia.	Loos, T	4	Fall	0	0	0	0	NO	YES	100%
ASIAN 6625 (X-list: FGSS 6625)	<b>Representing Eros: Thailand</b> This course investigates the ways in which gender, sexuality, and desire have been thought of, written about, and depicted in Thailand as well as in the global imaginary about the country. While it draws also on historical cases, the course is primarily interested in examining key questions regarding sexuality, embodiment, and desire in the contemporary public sphere in Thailand. Thematic foci include notions of temporality, globalization, liberalism, space, nationalism, policy, and Buddhism. Students are encouraged to use the course to further develop their own research projects.	Fuhrmann, A	4	Spring	0	0	0	2	YES	YES	100%
ASIAN 6627 (X-list: ASIAN 4424)	<b>Asian Memoirs</b> From the Chinese Cultural Revolution to Khmer Rouge Cambodia, social upheaval in Asia has given rise to a genre of trauma memoir. In this course we will discuss how periods of societal terror are represented and remembered within these personal narratives. Through reading such accounts in conjunction with secondary scholarship, we will examine various issues of representation such as intended audience, construction of memory, and framing of individual experience. We will also examine to what extent these accounts contribute to, or contradict, national narratives of the respective countries.	Paterson, L	4	Fall	0	3	0	0	YES	YES	75%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered Inter- 14-'15	Disp.	% SEA Content
					UG	Grad	UG	UG	Grad	UG			
ASIAN 6638 (X-list: ASIAN 4438, RELST 4438, 6638 )	<b>Monks, Text, &amp; Relics</b> What role did magic and ritual play in the growth of Buddhism in South and Southeast Asia? Where did Buddhist monks travel and why? This course examines how Buddhist communities were formed by networks that carried monks, potent texts, and relic talismans throughout these regions, from the beginning of Buddhism to the present day.	<b>Blackburn, A</b>	<b>4</b>	<b>Spring</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>90%</b>
ASIAN 6644 (X-list: ARTH 4855, ARTH 6855, ASIAN 4487)	<b>Threads of Consequence</b> This seminar explores how patterned cloths serve as a symbolic medium, functioning on multiple levels of understanding and communication. As spun, dyed, and woven threads of consequence, textiles can be seen to enter into all phases of social, economic, political, religious, and performance processes, often assuming unusual properties and attributes. As bearers of talismanic messages, signifiers of rank, and as the recipients of influences from maritime trade and touristic demand, textiles are read between the folds of complex exchange mechanisms in South and Southeast Asia.	<b>McGowan,K</b>	<b>4</b>	<b>Spring</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>75%</b>
ASIAN 6646 (X-list: ARTH 4852, ARTH 6852, ASIAN 4442, VISST 4852)	<b>Shadowplay: Asian Art and Perform.</b> Shadowplay is a superb medium for storytelling. As with many performing arts in Asia, neither the highly stylized images of puppets, nor its musical, or linguistic complexity detract from its wide popularity. Why does an art that appears so obscure exercise such broad appeal? This seminar explores the playful and politically adept fluctuations of shadows across screens from India to Mainland and Island Southeast Asia. We will also briefly examine East Asian developments, particularly in China and Japan. In each of the countries where shadow theatre exists it has acquired its own repertory and a distinct technique and style of its own. This aesthetic has translated locally into paint, sculpture, architecture, cinema, and modern and contemporary installation art.	<b>McGowan,K</b>	<b>4</b>	<b>Spring</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>50%</b>
ASIAN 6656 (X-list: ARTH 4858, ARTH 6858, ASIAN 4456)	<b>Dancing the Stone</b> This course examines the role of temples and their sculptural programs in South and Southeast Asia as creative stimuli for performative reenactments. Choreographic encounters between imagination and memory will be mapped as they occur at various points historically and politically in Java, Bali, Cambodia and India. Since architectural choreography implies the human body's inhabitation and experience of place, the nature of ritualized behavior and its relationship to performance and politics will be explored spatially, both in organizing experience and defining or redefining identity on colonial, national, and diasporic margins. Bringing back the haptic sense (i.e. of feeling and doing at the same time) students will have the unique opportunity to balance the demands of learning a Balinese traditional dance while exploring performance traditions in historical perspective.	<b>McGowan,K</b>	<b>4</b>	<b>Spring</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>3</b>	<b>NO</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>75%</b>

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
ASIAN 6658 (X-list: ASIAN 4458, HIST 4490, HIST 6490)	<b>Peddlers, Pirates, and Prostitutes</b> Can the subaltern speak? This course will examine Southeast Asian History from “below” over the course of a single century, 1800-1900. The laboring histories of peddlers, “pirates” and prostitutes - all actors usually considered to be “marginal” to the state – will be under consideration. How do we look for clues to these peoples’ lives? Were there similarities in experience across disparate geographies? What did it mean to be an outlaw, “deviant,” or poor in colonial Southeast Asia? This course attempts to answer some of these questions. Open to students with broad interests in social and cultural history, subaltern studies, and Southeast Asia as a region.	Tagliacozzo, E	4	Fall	0	0	0	4	NO	YES	100%
ASIAN 6662 (X-list: RELST 4462, ASIAN 4462)	<b>Relig Colonial &amp; Nation</b> Taught as a seminar, the course engages recent theoretical literature on the relations between religion, colonialism and nation formation. This theoretical literature is read in conjunction with historical and ethnographic materials from South and Southeast Asian contexts, which allow us to explore the intellectual promise and limitations of the theoretical work in question.	Blackburn, A	4	Fall	0	12	0	6	NO	YES	50%
ASIAN 6679 (X-list: ASIAN 3379)	<b>SE Asian Literature in Translation</b> This course is an introduction to modern Southeast Asian literature in translation, concentrating on contemporary short stories and novels from the mainland. The course will explore the literature thematically with reference to such issues as modernization, decolonization, changing gender roles and relationships, and the urban-rural dichotomy.	Patterson, L	4	Spring	0	0	0	0	YES	YES	100%
ASIAN 6682 (X-list: SHUM 6308)	<b>Flux Navigations: SE Asian City</b> This course critically examines Southeast Asia’s port and delta metropolises as sites of economic and cultural transformation as part of recent power shifts in the region. Based in socio-spatial problematics associated with convergences between old and new forms of labor, capital, and governance in urban environments threatened by climate change, the course uses film to tease out the new forms of collectivity — and embodied, affective subjectivities — produced by the increasingly contrapuntal relations between humans and non-humans in these unsettled cityscapes.	Furhmann, Am Foster, J	4	Fall	0	0	0	0	YES	YES	100%
ASIAN 6685 (X-list: ASIAN 3385, HIST 3880, HIST 6880)	<b>Vietnamese History</b> Survey of Vietnamese history and culture from earliest times to the present.	Taylor, K	4	Spring	0	2	0	0	YES	YES	100%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013 UG	2012-2013 Grad	2013-2014 UG	2013-2014 Grad	Offered 14-'15	Inter- Disp.	% SEA Content
ASIAN 6687 (X-list: ASIAN 3386, VISST 3360)	Translating SEA Through Film In Western films Southeast Asia has always been portrayed as an exotic locale of romance, haunting landscapes, and "inscrutable" smiling natives. This class will explore the ways in which the countries of Southeast Asia have been portrayed in Western cinema, in juxtaposition with films produced in the countries themselves. In what ways is this exotic region constructed through Western eyes? To what degree has Southeast Asian cinema itself imitated this Occidental construct? What are the cultural themes explored by Southeast Asian filmmakers themselves? Through close analysis of the films, we will explore the process of visual translation from reality to fantasy in both the local and international contexts. Several Southeast Asian countries will be covered although there will be a concentration on Singapore, Thailand and Vietnam. No background in Film Studies or Southeast Asia is required.	Paterson,L	4	Spring	0	2	0	0	YES	YES	100%
ASIAN 6696	SE Asian Hist From The 18th C Surveys the modern history of Southeast Asia with special attentions to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.	Loos,T & Tagliacozzo,E	4	Spring	0	4	0	6	YES	YES	100%
ASIAN 6697 (X-list: ASIAN 3397, HIST 3950, HIST 6950)	Monsoon Kingdoms This course examines Southeast Asia's history from earliest times up until the mid-eighteenth century. The genesis of traditional kingdoms, the role of monumental architecture (such as Angkor in Cambodia and Borobudur in Indonesia), and the forging of maritime trade links across the region are all covered. Religion - both indigenous to Southeast Asia and the great imports of Hinduism, Buddhism, Christianity and Islam - are also surveyed in the various premodern polities that dotted Southeast Asia. This course questions the region's early connections with China, India, and Arabia, and asks what is indigenous about Southeast Asian history, and what has been borrowed over the centuries. Open to undergraduates, both majors and non-majors in History, and to graduate students, though with separate requirements.	Tagliacozzo,E	4	Fall	0	0	0	0	YES	YES	100%
ASIAN 7703	Directed Research	Faculty	Varied	Fall	0	4	0	2	YES	YES	25%
ASIAN 7704	Directed Research	de Bary,B	Varied	Spring	0	2	0	5	YES	YES	25%
ASIAN 8899	Masters Thesis Research	Sakai,N	Varied	Fall	0	1	0	0	YES	YES	25%
ASIAN 8899	Masters Thesis Research	Faculty	Varied	Spring	0	2	0	0	YES	YES	25%
ASIAN 9999	Doctoral Dissertation Research	Faculty	Varied	Fall	0	4	0	1	YES	YES	25%
ASIAN 9999	Doctoral Dissertation Research	Faculty	Varied	Spring	0	4	0	1	YES	YES	25%



Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
<b>PALI 1151</b>	<b>Accelerated Elementary Pali</b> An accelerated one-semester introduction to Pali. Prior background in Sanskrit is encouraged but not required. Readings include textbook sections and original texts, beginning with simple prose.	<b>Blackburn, A</b>	<b>3</b>	<b>Fall</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>NO</b>	<b>50%</b>
<b>PALI 4450</b>	<b>Readings in Pali</b> Readings in Pali selected in relation to student and instructor interests. This course may be repeated for credit with different topics and readings.	<b>Blackburn, A</b>	<b>3</b>	<b>Fall/Spring</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>NO</b>	<b>50%</b>
<b>Astronomy (1)</b>											
<b>ASTRO 1700</b>	<b>History of Exploration</b> From ancient Mediterranean seafarers to the Mars rovers, from Christopher Columbus to the Apollo astronauts, humans have for centuries explored the far reaches of our planet. Now we are venturing into the solar system and beyond. This course will examine the history of such human activity. Among the topics covered are motives for exploration, technological advances that assist exploration, obstacles that must be overcome, and positive and negative consequences of exploration. It is led by Steven Squyres of Astronomy and Mary Beth Norton of History; lecturers include a number of historians and a former director of the Shoals Marine Laboratory.	<b>Norton, M &amp; Squyres, S</b>	<b>4</b>	<b>Fall</b>	<b>26</b>	<b>0</b>	<b>34</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>25%</b>
<b>China and Asia-Pacific Studies (4)</b>											
<b>CAPS 1910</b>	<b>Intro To Modern Asian History</b> This introductory course follows the history of Asia-Pacific from the nineteenth century to the present, focusing on relations of China, India, Japan, South, and Southeast Asia. This course is intended for students wanting a broad historical overview of what makes Asia distinctive and important in a global economy and in world politics.	<b>Ghosh, D &amp; Tagliacozzo, E</b>	<b>4</b>	<b>Fall</b>	<b>8</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>50%</b>
<b>CAPS 3140</b> (X-list: AMST 3140, HIST 3140)	<b>U.S. in the World</b> Students examine the emergence of the United States as a world power in the twentieth century. The course focuses on the domestic sources of foreign policy and the assumptions of the major policy makers (Wilson through Clinton). Important themes include the American response to a revolutionary world since 1912, the role of American racial views in the making of foreign policy, and the increasingly dominant role of the president in the making of U.S. foreign policy.	<b>Lovegall, F</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>25%</b>

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
CAPS 4414 (X-list: GOVT 4414, ASIAN 4414)	Politics, Violence, & Study of Cambodia  This seminar embraces three goals. The first is to trace the evolution of politics in Cambodia from its independence to the present day, paying special attention to the last days of the Sangkum (1968-1970), the Khmer Republic (1970-1975), and Democratic Kampuchea under the Khmer Rouge (1975-1979). We will explore several themes, including postcolonial politics, insurgencies and civil conflict, and geopolitics and proxy wars. The second goal is to focus on the role of violence in Cambodian politics, both in terms that can be generalized to and from other political contexts (i.e., the USSR, China, Rwanda) as well as terms that are primordially, if not uniquely, Cambodian. The third goal of the course is to map out and evaluate the epistemology of Cambodian studies, to discuss the arguments and debates that divide the field, and to discuss the impact of these controversies on our past and present understanding of Cambodia. No prior knowledge of Cambodia is required or assumed.	Mertha,A	4	Spring	0	0	1	0	NO	YES	100%
CAPS 4870 (X-list: ASIAN 4475, GOVT 4877, GOVT 6877)	Asian Security  This course focuses primarily on China's evolving role in both Asia and world politics. It does so based on the premise that what China does in Asia may not necessarily be the sole determinant of the type of security order that will prevail there, but, that it does have a profound influence on the region (and, potentially, on the global order as well). In other words, in order to gain an understanding of the state of security issues in Asia today the seminar attempts to come to terms with the evolving nature of China's foreign policy and national security strategies. The course then concentrates on the most influential academic work on China's foreign relations and national security policies that has been published since the end of the Cold War.	Carlson,A	4	Fall	0	0	0	0	NO	YES	25%
City and Regional Planning (13) CRP 1101	The Global City  Critical look at the physical and social development of giant cities in the Third World. Their origins, roles, contributions, and shortcomings are examined. Their place in world political economy is evaluated. Policy prescriptions for their principal problems are discussed.	Staff	3	Spring	0	0	0	0	YES	NO	25%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013 UG	2013-2014 UG	2014-15 Grad	Offered	Inter- Disp.	% SEA Content
<b>CRP 3901</b> (X-list: CRP 6710)	<b>Seminar on International Planning</b> The international planning lecture series sponsors lectures by visiting scholars or professionals in the field of international development and planning. The only formal requirement for the course is a brief evaluation of the series at the end of the semester.	Kudva,N	1	Spring	5	7	1	YES	YES	25%
<b>CRP 5076</b>	<b>Intl Planning &amp; Development Workshop</b>	Staff	4	Fall/Spring	0	0	0	YES	NO	25%
<b>CRP 6090</b> (X-list: GOVT 6293)	<b>Special Topics: Urban and Regional Theory</b>	Jones-Correa,M & Kudva,N	Varied	Spring	0	3	0	YES	YES	25%
<b>CRP 6220</b>	<b>Planning Policy and Analysis</b> The course is designed to familiarize students with the essence of planning models and equip them with analytical tools to undertake a practical quantitative policy and planning analysis. Two categories of models to be discussed are: (1) economy-wide models that capture complete interactions between economic and social indicators such as income distribution and poverty; and (2) non-Bayesian decision-making models that combine intangibles and subjective judgments with statistical data and other tangible actors, and that can also capture feedback influences.	Azis,I	3	Spring	0	16	0	YES	NO	50%
<b>CRP 6490</b>	<b>Special Topics: Social Policy Planning</b>	Staff	Varied	Fall/Spring	0	0	0	YES	YES	25%
<b>CRP 6710</b> (X-list: CRP 3910)	<b>Seminar on International Planning</b> The international planning lecture series sponsors lectures by visiting scholars or professionals in the field of international development and planning. The only formal requirement for the course is a brief evaluation of the series at the end of the semester.	Kudva,N	1	Spring	0	0	14	YES	YES	25%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
CRP 6720	International Institutions	Beard,V	3	Fall	0	0	0	0	YES	YES	25%
Focuses on the growth and transformation of international institutions since World War II. The first part includes a discussion of the Bretton Woods institutions and of the U.N. system up to the early 1970s, and how these function and have evolved over time. The second part examines some of the crises and tensions within the international system since the 1980s and how these have affected institutional change and current debates on reform and global governance.											
CRP 6790	Special Topics: Planning & Developing	Staff	Varied	Fall/Spring	0	0	0	0	YES	YES	25%
Crop and Soil Sciences (1)											
CSS 4030	Traditional Agriculture in Dev. Nations	Hobbs,P	1	Fall	0	0	0	0	YES	YES	25%
(X-list: IARD 4030) Half the world's arable land is farmed by traditional farmers who have produced food and fiber for millennia with few outside inputs. Many of these practices are forgotten but some are still used by farmers in developing countries. This course examines the pros and cons of some of these traditional systems through the lens of various Cornell faculty who have experiences with traditional agriculture in developing countries.											
Development Sociology (4)											
DSOC 4300	Human Migration: Internal/Internat.	Williams, L	3	Fall	0	0	0	0	NO	YES	25%
(X-list: DSOC 6300) Introduction to population studies. The primary focus is on the relationships between demographic processes (fertility, mortality, and immigration) and social and economic issues. Discussion covers special topics related to population growth and spatial distribution, including marriage and family formation, population aging, changing roles and statuses of women, labor force participation, immigrations, urban growth and urbanization, resource allocation, and the environment.											

2012-2013		2013-2014		Offered Inter- 14-'15		Disp.		% SEA	
UG	Grad	UG	Grad	YES	NO	YES	NO	YES	NO
0	0	0	0	YES	NO	YES	NO	YES	NO

Course Number

DSOC 6120

(X-list: FGSS 6120)

Course Title

**Social Change&Pop. Processes in Asia**

Instructor

Williams,L

Credits

3

Semester

Fall

This seminar will introduce students to the topic of population and social and economic change in the broad context of Asia. Issues pertaining to Southeast Asia will be highlighted. We will discuss the linkages between population dynamics and various notions of “development” and consider both from an historical perspective. Specific topics will include the linkages between social change and health and mortality, fertility, migration and urbanization. We will consider how these processes might affect overall population growth and distribution and why that might be important. We will discuss environmental concerns, family transformations, labor force issues, marriage markets, and changes in gender norms. Students will be expected to expand their readings and expertise in the areas that are of particular interest to them.

DSOC 6150

**Qualitative Research Methods**

Wolford,W

3

Spring

This seminar introduces students to a number of qualitative research methods in the social sciences. Discusses field observation, archival research, in-depth individual interviews, and focus group interviews. Assesses the strengths and weaknesses of various strategies of field research and consider a range of practical matters such as choice of research site (and sample where appropriate). Considers choice of research questions and issues of feasibility in research plans. Ethical considerations are highlighted. Students produce a full-length research proposal of their own by the course’s end.

Economics (2)

ECON 7650

(X-list: AEM 7650)

**Devel Microeconomics Seminar**

Barrett,C

Varied

Fall

Graduate students and the instructor present draft research proposals, papers, and preliminary thesis results for group review and discussion. Students who actively participate by offering written and oral comments on others’ work receive 1 credit. Students who also present their own proposal or paper receive 2 credits. Presentations last 75 minutes and thus represent a substantial investment of time. Students who present a second proposal or paper receive 3 credits.

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
<b>ECON 7650</b> (X-list: AEM 7650)	<b>Devel Microeconomics Seminar</b> Graduate students and the instructor present draft research proposals, papers, and preliminary thesis results for group review and discussion. Students who actively participate by offering written and oral comments on others' work receive 1 credit. Students who also present their own proposal or paper receive 2 credits. Presentations last 75 minutes and thus represent a substantial investment of time. Students who present a second proposal or paper receive 3 credits.	<b>Barrett,C</b>	<b>Varied</b>	<b>Spring</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>YES</b>	<b>YES</b>	<b>25%</b>
<b>English (2)</b>											
<b>ENGL 2680</b> (X-list: AMST 2680)	<b>Culture &amp; Politics Of The 60s</b> Nearly half a century ago, the civil rights movement, the Cold War, and Vietnam stimulated critiques and alternative lifestyles that changed American society forever. What can the experiences of young "boomers" who lived through the 1960s teach a later generation living through similar turmoil and hope? This interdisciplinary course combines an historical overview with the close reading of texts, concentrating on racial justice, war, the counterculture, the New Left, the women's movement, and gay and lesbian rights. Texts will include The Autobiography of Malcolm X, Wolfe's Electric Kool-Aid Acid Test, Vonnegut's Slaughterhouse-5, music of Dylan and Joplin, speeches of King, films, manifestos, memoirs, and poems.	<b>Sawyer,P</b>	<b>4</b>	<b>Fall</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>25%</b>
<b>ENGL 3721</b> (X-list: AMST 3720, FGSS 3720)	<b>Food, Gender, Culture</b> In addition to nourishing the body, food operates as a cultural system that produces and reflects group and individual identities. In this class we will examine foodways-the behaviors and beliefs attached to the production, distribution, and consumption of food-to explore the way food practices help shape our sense of gender, race, sexual orientation, and national identity. In doing so we will focus primarily on literature and film but will also range into the fields of anthropology, sociology, and history. Some questions under discussion: How do factors such as gender, class, race, and religion shape the foods we eat and the circumstances in which we eat them? How do writers use the language of food to explore issues such as gender, sexuality, class, and race?	<b>McCullough,M</b>	<b>4</b>	<b>Spring</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>25%</b>

2012-2013 2013-2014 Offered Inter- % SEA  
UG Grad UG Grad 14-'15 Disp. Content

Credits Semester

Instructor

Course Title

Course Number

Food Science (1)

FDSC 4020

(X-list: IARD 4020)

Agriculture in Developing Nations I

Hobbs,P

2

Fall

Acquaint students with the major issues and problems in international agriculture and rural development and to demonstrate how problems in development are being addressed in India and Thailand. The lectures/discussions establish the global and regional contexts for sustainable agricultural development and focus on development challenges in Asia through cases in India and Thailand. This course may be taken as a stand-alone survey course in international agriculture and rural development. However, it is primarily a preparatory course for participants selected to participate in the spring-semester course Agriculture in the Developing Nations II (IARD 6020), which includes a field trip to India during the January intercession.

0 0 0 0 YES YES 25%

Feminist, Gender, and Sexuality Studies (7)

FGSS 3331

(X-list: ASIAN 3331,

PMA 3431)

Gender and Sexuality in SEA Cinema

Fuhrmann,A

4

Fall

0 0 1 1 YES YES 100%

This course examines the new cinemas of Southeast Asia and their engagement with contemporary discourses of gender and sexuality. It pays special attention to the ways in which sexuality and gendered embodiment are at present linked to citizenship and to other forms of belonging. Focusing on globally circulating Southeast Asian films of the past 15 years, the course draws on current writings from feminism, Buddhist studies, affect theory, queer studies, postcolonial theory, and film studies to ask what new understandings of subjectivity might emerge from these cinemas and their political contexts. Films will be drawn from both mainstream and independent cinema and will include the work of directors such as Apichatpong Weerasethakul, Danny and Oxide Pang, Nguyen Tan Hoang, Yau Ching, Thunska Pansittivorakul, Garin Nugroho, and Jean-Jacques Annaud.



Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Inter- Disp.	% SEA Content
					UG	Grad	UG	Grad			
<b>FGSS 3720</b> (X-list: AMST 3720, ENGL 3721)	<b>Food, Gender, Culture</b> In addition to nourishing the body, food operates as a cultural system that produces and reflects group and individual identities. In this class we will examine foodways-the behaviors and beliefs attached to the production, distribution, and consumption of food-to explore the way food practices help shape our sense of gender, race, sexual orientation, and national identity. In doing so we will focus primarily on literature and film but will also range into the fields of anthropology, sociology, and history. Some questions under discussion: How do factors such as gender, class, race, and religion shape the foods we eat and the circumstances in which we eat them? How do writers use the language of food to explore issues such as gender, sexuality, class, and race?	<b>McCullough,M</b>	<b>4</b>	<b>Spring</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>25%</b>
<b>FGSS 4160</b> (X-list: ASIAN 4416, ASIAN 6618, FGSS 6160, HIST 4160, HIST 6160)	<b>Gender &amp; Sexuality in Southeast Asia</b> Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary. Each year the course is offered, its emphasis shifts to adapt to changes in the fields of gender, sexuality and Asian Studies. It incorporates theoretical literature and content that is broader than that of Southeast Asia.	<b>Loos,T</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>90%</b>
<b>FGSS 4480</b> (X-list: PAM 4440)	<b>Violence Against Women</b> Violence is committed against women worldwide at an alarming rate. This course focuses on the historical and current reasons for and impact of violence against women both domestically and internationally. The impact of legislative, public, social, economic, or religious policies on the incidence of such violence is considered. Current and pending policies are identified and evaluated regarding their impact on violence against women in the United States and worldwide. Violence against women is committed to protect women's virginity, because women are viewed as property, for political reasons, as hate crimes, and in the name of culture, religion, and tradition. The types of violence discussed in this course include rape, child sexual abuse, homicide, battering, domestic violence, hate crimes, gay bashing, kidnapping, ethnic cleansing, war crimes, forced prostitution, female genital mutilation, honor killings, public beating, lashing, stoning, torture, infanticide, trafficking of women, forced abortions, acid attacks, and sati (self-immolation). Each student is required to evaluate the impact of one current policy and critique the potential value of one pending policy relating to violence against women.	<b>Parrot,A</b>	<b>3</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>25%</b>

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered Inter-		% SEA Content
					UG	Grad	UG	UG	Grad	14-'15	Dis.	YES	
<b>FGSS 6120</b> (X-list: DSOC 6120)	<b>Social Change&amp;Pop. Processes in Asia</b>  This seminar will introduce students to the topic of population and social and economic change in the broad context of Asia. Issues pertaining to Southeast Asia will be highlighted. We will discuss the linkages between population dynamics and various notions of “development” and consider both from an historical perspective. Specific topics will include the linkages between social change and health and mortality, fertility, migration and urbanization. We will consider how these processes might affect overall population growth and distribution and why that might be important. We will discuss environmental concerns, family transformations, labor force issues, marriage markets, and changes in gender norms. Students will be expected to expand their readings and expertise in the areas that are of particular interest to them.	<b>Williams,L</b>	<b>3</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>25%</b>
<b>FGSS 6160</b> (X-list: ASIAN 4416, ASIAN 6618, FGSS 4160, HIST 4160, HIST 6160)	<b>Gender &amp; Sexuality in Southeast Asia</b>  Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary. Each year the course is offered, its emphasis shifts to adapt to changes in the fields of gender, sexuality and Asian Studies. It incorporates theoretical literature and content that is broader than that of Southeast Asia.	<b>Loos,T</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>YES</b>	<b>50%</b>
<b>FGSS 6625</b> (X-list: ASIAN 6625)	<b>Representing Eros: Thailand</b>  This course investigates the ways in which gender, sexuality, and desire have been thought of, written about, and depicted in Thailand as well as in the global imaginary about the country. While it draws also on historical cases, the course is primarily interested in examining key questions regarding sexuality, embodiment, and desire in the contemporary public sphere in Thailand. Thematic foci include notions of temporality, globalization, liberalism, space, nationalism, policy, and Buddhism. Students are encouraged to use the course to further develop their own research projects.	<b>Fuhrmann,A</b>	<b>4</b>	<b>Spring</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>100%</b>

Course Number Government (13)	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Disp.	% SEA Content
					UG	Grad	UG	Grad			
GOVT 1101	<b>FWS: Power and Politics</b> Students in this class will undertake an in-depth survey of economic development and political power in the Muslim world. The world contains well over one billion Muslims, and the majority of them live under authoritarian regimes, in conditions of economic hardship if not abject poverty. Yet this underdevelopment exists alongside glimpses of prosperity in Dubai and Kuala Lumpur, amidst astounding natural resource wealth, and despite widespread popular dissatisfaction with incumbent governments. In discussion, readings, and writing we will study the political economy of the Muslim world in order to understand the varying development trajectories of Muslim-majority countries.	Fossati, D	3	Fall	17	0	0	0	0	YES	50%
GOVT 3344 (X-list: NES 3344)	<b>Islamic Politics</b> Examines the relationship between politics and contemporary Islamist movements and investigates the following core questions: Are religion and politics inseparable in Islam? What makes a state Islamic: its institutions or policies? Why have Islamists become prominent opposition forces in some countries but not others? Why do some Islamists, but not others, espouse violence? Is political Islam compatible with pluralist political practices? Are Islamist movements products of the modern world or reactions against it? Investigates the evolution of contemporary Islamist movements in the context of modern nation-state formation, neo-liberal reform, foreign occupation, authoritarianism, and democratization and explores cases from the Middle East, South Asia, Southeast Asia, Central Asia, and Africa to identify and account for variation in Islamic political mobilization at the national, transnational, and international levels.	Patel, D	4	Spring	0	0	0	0	NO	YES	25%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter-14-'15	Disp.	% SEA Content
					UG	Grad	UG	Grad			
GOVT 3443 (X-list: ASIAN 3334)	<b>Southeast Asian Politics</b> This course will give students the historical background and theoretical tools to understand the politics of Southeast Asia, one of the world's most diverse and fascinating regions. The first part of the course traces Southeast Asia's political development from the colonial period to the present day, examining common themes such as decolonization, state building, war and insurgency, ethnic relations, democratization, economic development, and nationalism. The second part of the course focuses on key issues in contemporary Southeast Asian politics, including political culture, representation and mass politics, globalization, regional politics, and civil violence. Our course will concentrate primarily but not exclusively on the six largest countries in the region-Burma, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam-using the comparative method to understand variation across time, across countries, and within countries.	Pepinsky,T	4	Spring	0	0	25	2	NO	YES	100%
GOVT 4194 (X-list: ASIAN 4498)	<b>Asian Political Economy</b> This seminar is an advanced introduction to political economy in contemporary South, Southeast, and East Asia. Our central task is to uncover the political underpinnings of economic performance across countries and over time. Along the way, we will address issues such as corruption and rent-seeking, the developmental state, class conflict, ethnic politics, reform and stagnation, and democracy.	Pepinsky,T	4	Spring	0	0	13	0	NO	YES	25%
GOVT 4414 (X-list: CAPS 4414, ASIAN 4414)	<b>Politics, Violence, &amp; Study of Cambodia</b> This seminar embraces three goals. The first is to trace the evolution of politics in Cambodia from its independence to the present day, paying special attention to the last days of the Sangkum (1968-1970), the Khmer Republic (1970-1975), and Democratic Kampuchea under the Khmer Rouge (1975-1979). We will explore several themes, including postcolonial politics, insurgencies and civil conflict, and geopolitics and proxy wars. The second goal is to focus on the role of violence in Cambodian politics, both in terms that can be generalized to and from other political contexts (i.e., the USSR, China, Rwanda) as well as terms that are primordially, if not uniquely, Cambodian. The third goal of the course is to map out and evaluate the epistemology of Cambodian studies, to discuss the arguments and debates that divide the field, and to discuss the impact of these controversies on our past and present understanding of Cambodia. No prior knowledge of Cambodia is required or assumed.	Mertha,A	4	Spring	0	0	13	0	NO	YES	100%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
GOVT 4877 (X-list: ASIAN 4475, CAPS 4870, GOVT 6877)	Asian Security This course focuses primarily on China's evolving role in both Asia and world politics. It does so based on the premise that what China does in Asia may not necessarily be the sole determinant of the type of security order that will prevail there, but, that it does have a profound influence on the region (and, potentially, on the global order as well). In other words, in order to gain an understanding of the state of security issues in Asia today the seminar attempts to come to terms with the evolving nature of China's foreign policy and national security strategies. The course then concentrates on the most influential academic work on China's foreign relations and national security policies that has been published since the end of the Cold War.	Carlson, A	4	Fall	8	0	6	0	NO	YES	25%
GOVT 6293 (X-list: CRP 6090)	Special Topics: Urban and Regional Theory Cities are political assemblages in which institutions of governance are re-shaped as cities morph over time. Each period of city-building responds to challenges ranging from changing migration patterns and large-scale population movements to changes in geo-political power and the technologies of infrastructure, communication and manufacturing. This graduate seminar draws on the experience of cities at two moments in history to examine processes of institutionalization and governance. In particular we focus on industrialization and colonization in the 19th century in Europe and the United States, and the current moment of late global capitalism in the context of a resurgent Asia.	Jones-Correa, M & Kudva, N	Varied	Spring	0	1	0	0	NO	YES	25%
GOVT 6353	Field Seminar in Comp. Politics This course provides a graduate-level survey of the field of comparative politics, introducing students to classic works as well as recent contributions that build upon those works. Readings will draw from leading theoretical approaches-including structural, institutional, rational choice, and cultural perspectives-and cover a broad range of substantive topics, such as democratization, authoritarianism, states and civil society, political economy, and political participation and representation.	Pepinsky, T	4	Fall	0	0	0	0	YES	YES	25%
GOVT 6807	Topics in Comp & Intl Political Economy Seminar covering current research on political economy, focusing on trade, finance, production, migration, development, welfare, and regime change.	Pepinsky, T	4	Spring	0	0	0	0	NO	YES	25%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
GOVT 6877	Asian Security	Carlson,A	4	Fall	0	4	0	1	NO	YES	25%
(X-list: ASIAN 4475, This course focuses primarily on China's evolving role in both Asia and world politics. It does so based on the premise that what China does in Asia may not necessarily be the sole determinant of the type of security order that will prevail there, but, that it does have a profound influence on the region (and, potentially, on the global order as well). In other words, in order to gain an understanding of the state of security issues in Asia today the seminar attempts to come to terms with the evolving nature of China's foreign policy and national security strategies. The course then concentrates on the most influential academic work on China's foreign relations and national security policies that has been published since the end of the Cold War.											
GOVT 6927	Plan & Mng of Ag & Rural Dev	Uphoff,N	4	Spring	0	30	0	11	YES	YES	25%
(X-list: IARD 6030) An intercollege course designed to provide graduate students with a multidisciplinary perspective on the administration of agricultural and rural development activities in developing countries. The course is oriented to students in agricultural or social sciences who may have administrative responsibilities during their professional careers. Reviews experience and approaches in agricultural and rural development in a range of developing countries, with particular attention to contemporary issues of participation, decentralization, local institutions, capacity-building, civil society, social capital, and empowerment. Case studies from Asia, Africa, and Latin America.											
Hotel Administration (2)											
HADM 4160	International Management	Katz,J	3	Fall	38	1	46	1	YES	YES	25%
(X-list: HADM 6160) Designed to help students become effective international executives. The course begins with an introduction to the factors that make management differ across countries: culture, politics, economics, and more. It then goes on to discuss how to recognize and deal with those differences. Specific topics covered include global leadership, multinational teamwork, motivation in the international context, and international negotiations. A very wide range of countries is discussed.											

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
<b>HADM 6160</b> (X-list: <b>HADM 4160</b> )	<b>International Management</b> Designed to help students become effective international executives. The course begins with an introduction to the factors that make management differ across countries: culture, politics, economics, and more. It then goes on to discuss how to recognize and deal with those differences. Specific topics covered include global leadership, multinational teamwork, motivation in the international context, and international negotiations. A very wide range of countries is discussed.	<b>Katz,J</b>	<b>3</b>	<b>Fall</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>8</b>	<b>YES</b>	<b>YES</b>	<b>25%</b>
<b>History (25)</b>											
<b>HIST 1402</b>	<b>FWS: Global Islam</b> In this course, we will examine Islam as a global phenomenon, both historically and in the contemporary world. We will spend time on the genesis of Islam in the Middle East, but then we will move across the Muslim world - to Africa, Turkey, Iran, Central-, East-, and Southeast Asia - to see how Islam looks across global boundaries. Through reading, class discussions, and frequent writing, students will try to flesh out the diversity of Islam within the central message of this world religion.	<b>Tagliacozzo,E</b>	<b>3</b>	<b>Fall</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>50%</b>
<b>HIST 1700</b> (X-list: <b>ASTRO 1700</b> )	<b>History of Exploration</b> From ancient Mediterranean seafarers to the Mars rovers, from Christopher Columbus to the Apollo astronauts, humans have for centuries explored the far reaches of our planet. Now we are venturing into the solar system and beyond. This course will examine the history of such human activity. Among the topics covered are motives for exploration, technological advances that assist exploration, obstacles that must be overcome, and positive and negative consequences of exploration. It is led by Steven Squyres of Astronomy and Mary Beth Norton of History; lecturers include a number of historians and a former director of the Shoals Marine Laboratory.	<b>Norton,M &amp; Squyres,S</b>	<b>4</b>	<b>Fall</b>	<b>58</b>	<b>1</b>	<b>50</b>	<b>1</b>	<b>YES</b>	<b>YES</b>	<b>25%</b>
<b>HIST 1910</b> (X-list: <b>ASIAN 1191</b> , <b>CAPS 1910</b> )	<b>Intro To Modern Asian History</b> This introductory course follows the history of Asia-Pacific from the nineteenth century to the present, focusing on relations of China, India, Japan, South, and Southeast Asia. This course is intended for students wanting a broad historical overview of what makes Asia distinctive and important in a global economy and in world politics.	<b>Ghosh,D &amp; Tagliacozzo,E</b>	<b>4</b>	<b>Fall</b>	<b>18</b>	<b>0</b>	<b>27</b>	<b>1</b>	<b>YES</b>	<b>YES</b>	<b>50%</b>

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Dis- YES	% SEA Content 50%
					UG	Grad	UG	Grad			
<b>HIST 2070</b> (X-list: ASIAN 2206, ASIAN 5507, HIST 5070)	<b>The Occidental Tourist</b> Travel can change our understanding of ourselves and the world. Throughout the course, we explore the connections between a writer's subjectivity and their experience of the world through their writing. We examine novels, diaries, short essays, and photographic collections by explorers, colonial officials, naturalists, and tourists who travel to and from Southeast Asia. To the extent we can, we also read works about Europe and America written by Southeast Asians. In addition to attending to a writer's subjectivity as it is produced through writing about others, we also consider the historical, political, and economic conditions that make travel possible. We will examine how travel writing is inflected with assumptions about the cultural values, race, class, and gender of both travelers and their domestic audience, on the one hand, and the people and places they write about, on the other. We will write about our own travel experiences and photos even as we critique the travel writing genre. The course ends by questioning the role of the internet in the future of tourism and travel in Southeast Asia.	Loos,T	4	Fall	0	0	0	0	YES	YES	
<b>HIST 2280</b> (X-list: ASIAN 2228)	<b>Indian Ocean World</b> This course looks at the many intersecting histories of the Indian Ocean. The Indian Ocean was the first oceanic basin that supported large-scale cross-cultural contact for mankind. These warm tropical waters saw peoples from East Africa, the Middle East, the Indian Sub-Continent and Southeast Asia all meet and mix over many centuries. The course will look at these histories of contact, spanning maritime studies, archaeological perspectives, winds and weather patterns (including the vital monsoons), religious migrations (including Buddhism, Christianity, and Islam), and the history of commerce (such as the Spice Trade). We will ask how the Indian Ocean became a crucial canvas for painting human history over vast, oceanic distances. Open to students interested in world history and its regional variants.	Tagliacozzo,E	4	Fall	0	0	0	0	YES	YES	50%
<b>HIST 2890</b> (X-list: ASIAN 2298)	<b>The US Vietnam War</b> Covers politics and warfare among Vietnamese during the era of direct U.S. involvement (1950-1975). Evaluates the policies of the United States and also of other countries involved in Vietnamese events, particularly the PRC and the USSR. Analyzes how civil war affected Vietnamese society, politics, and culture and also how U.S. intervention affected American society, politics, and culture.	Logevall,F	4	Spring	35	0	0	0	YES	YES	50%



Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
<b>HIST 3140</b> (X-list: AMST 3140, CAPS 3140)	<b>U.S. in the World</b> Students examine the emergence of the United States as a world power in the twentieth century. The course focuses on the domestic sources of foreign policy and the assumptions of the major policy makers (Wilson through Clinton). Important themes include the American response to a revolutionary world since 1912, the role of American racial views in the making of foreign policy, and the increasingly dominant role of the president in the making of U.S. foreign policy.	Lovegall,F	4	Fall	0	0	0	0	NO	YES	50%
<b>HIST 3880</b> (X-list: ASIAN 3385, ASIAN 6685, HIST 6880)	<b>Vietnamese History</b> Survey of Vietnamese history and culture from earliest times to the present.	Taylor,K	4	Spring	1	0	0	0	YES	YES	100%
<b>HIST 3950</b> (X-list: ASIAN 3397, ASIAN 6697, HIST 6950)	<b>Monsoon Kingdoms</b> This course examines Southeast Asia's history from earliest times up until the mid-eighteenth century. The genesis of traditional kingdoms, the role of monumental architecture (such as Angkor in Cambodia and Borobudur in Indonesia), and the forging of maritime trade links across the region are all covered. Religion - both indigenous to Southeast Asia and the great imports of Hinduism, Buddhism, Christianity and Islam - are also surveyed in the various premodern polities that dotted Southeast Asia. This course questions the region's early connections with China, India, and Arabia, and asks what is indigenous about Southeast Asian history, and what has been borrowed over the centuries. Open to undergraduates, both majors and non-majors in History, and to graduate students, though with separate requirements.	Tagliacozzo,E	4	Fall	0	0	0	0	YES	YES	100%
<b>HIST 3960</b> (X-list: ASIAN 3396, ASIAN 6696, HIST 6960)	<b>SE Asian Hist From The 18th C</b> Surveys the modern history of Southeast Asia with special attentions to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.	Loos,T & Tagliacozzo,E	4	Spring	10	0	22	0	YES	YES	100%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
HIST 4062	<b>Greater China in Changing World</b>	Zheng, Liren	4	Spring	UG	Grad	UG	Grad	NO	YES	25%
X-list: HIST 6062	This seminar provides an international/transnational, inter/trans-societal, and inter/trans-cultural examination of the geographical regions composed of China and those areas that historically—in ethnical, economic and cultural terms—have entered profound connections with China; it also explores how and in which senses have transformations of Greater China in modern times been facilitated by the changing processes of globalization and, in turn, shaped the changing trends of globalization.										
HIST 4160	<b>Gender &amp; Sexuality in Southeast Asia</b>	Loos,T	4	Fall	0	0	0	0	NO	YES	100%
(X-list: ASIAN 4416, ASIAN 6618, FGSS 4160, FGSS 6160, HIST 6160)	Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary. Each year the course is offered, its emphasis shifts to adapt to changes in the fields of gender, sexuality and Asian Studies. It incorporates theoretical literature and content that is broader than that of Southeast Asia.										
HIST 4490	<b>Peddlers, Pirates, and Prostitutes</b>	Tagliacozzo,E	4	Fall	0	0	1	0	NO	YES	100%
(X-list: ASIAN 4458,ASIAN 6658, HIST 6490)	Can the subaltern speak? This course will examine Southeast Asian History from “below” over the course of a single century, 1800-1900. The laboring histories of peddlers, “pirates” and prostitutes - all actors usually considered to be “marginal” to the state – will be under consideration. How do we look for clues to these peoples’ lives? Were there similarities in experience across disparate geographies? What did it mean to be an outlaw, “deviant,” or poor in colonial Southeast Asia? This course attempts to answer some of these questions. Open to students with broad interests in social and cultural history, subaltern studies, and Southeast Asia as a region.										
HIST 4515	<b>The Pacific Horizon</b>	Craib,R	4	Spring	0	0	8	0	NO	NO	50%
(X-list: HIST 6515)	This course will examine the many and varied histories of the Pacific Ocean, or what we are calling here the “Pacific Horizon.” One of the instructors is a Latin Americanist and the other is an Asianist; between us we hope to conceptualize and frame some of the more important issues in the history of the vast ocean that connects these two places. The Pacific has been a vital field for “making History” over the past several thousand years; we will try to explore this process through ethno-astronomy, trade routes, exploration, migration, and many other phenomena.										

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad		UG	Grad				
HIST 4870 (X-list: ASIAN 6601, HIST 6870)	<b>Seminar on Thailand</b> This seminar about modern Thailand tackles the issues that dominate the political, socio-cultural, economic and historic landscape of Thailand. It will ask, through critical readings about Thailand, where this non-colonized country “fits” in the scholarship on (post)coloniality, globalization, and development. We focus on the classics and new scholarship on Thailand that spans the fields of the humanities and social sciences, including politics, history, religion, and anthropology. The seminar is created for upper level undergraduates and graduate students and will provide, through an in-depth look at Thailand, an important pivot point for comparativists and those in interdisciplinary studies examining countries in Asia and the developing world generally.	Loos, T	4	Fall	1	0	0	0	0	0	NO	YES	100%
HIST 5070 (X-list: ASIAN 2206, ASIAN 5507, HIST 22070)	<b>The Occidental Tourist</b> Travel can change our understanding of ourselves and the world. Throughout the course, we explore the connections between a writer’s subjectivity and their experience of the world through their writing. We examine novels, diaries, short essays, and photographic collections by explorers, colonial officials, naturalists, and tourists who travel to and from Southeast Asia. To the extent we can, we also read works about Europe and America written by Southeast Asians. In addition to attending to a writer’s subjectivity as it is produced through writing about others, we also consider the historical, political, and economic conditions that make travel possible. We will examine how travel writing is inflected with assumptions about the cultural values, race, class, and gender of both travelers and their domestic audience, on the one hand, and the people and places they write about, on the other. We will write about our own travel experiences and photos even as we critique the travel writing genre. The course ends by questioning the role of the internet in the future of tourism and travel in Southeast Asia.	Loos, T	4	Fall	0	0	0	0	0	0	YES	YES	50%
HIST 6062 X-list: HIST 6062	<b>Greater China in Changing World</b> This seminar provides an international/transnational, inter/trans-societal, and inter/trans-cultural examination of the geographical regions composed of China and those areas that historically—in ethnical, economic and cultural terms—have entered profound connections with China; it also explores how and in which senses have transformations of Greater China in modern times been facilitated by the changing processes of globalization and, in turn, shaped the changing trends of globalization.	Zheng, Liren	4	Spring	0	0	0	0	0	0	NO	YES	25%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	UG	Grad	UG			
<b>HIST 6160</b> (X-list: ASIAN 4416, ASIAN 6618, FGSS 4160, FGSS 6160, HIST 4160)	<b>Gender &amp; Sexuality in Southeast Asia</b> Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary. Each year the course is offered, its emphasis shifts to adapt to changes in the fields of gender, sexuality and Asian Studies. It incorporates theoretical literature and content that is broader than that of Southeast Asia.	<b>Loos, T</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>100%</b>
<b>HIST 6162</b>	<b>Graduate History Proseminar</b>	<b>Loos, T</b>	<b>4</b>	<b>Spring</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>NO</b>	<b>80%</b>

This is a writing intensive seminar for graduate students (MA and PhD) working on topics in Southeast Asian history and society. It will introduce them to the theory, practice, and art of archival and historical research, translation, argumentation and writing. Students will analyze the relationship of evidence and argument in historical writing; critically assess the methods and possible biases in their own and their peers' scholarly writing; identify archives and sources relevant to a research topic; discern how to utilize sources responsibly and creatively; understand the methodological issues associated with the use of primary and secondary sources; read and implement relevant translation theory since the majority of students will utilize sources written in Southeast Asian languages; and learn how to professionally present their own work and constructively critique that of their peers.

<b>HIST 6490</b> (X-list: ASIAN 4458, ASIAN 6658, HIST 4490)	<b>Peddlers, Pirates, and Prostitutes</b> Can the subaltern speak? This course will examine Southeast Asian History from "below" over the course of a single century, 1800-1900. The laboring histories of peddlers, "pirates" and prostitutes - all actors usually considered to be "marginal" to the state - will be under consideration. How do we look for clues to these peoples' lives? Were there similarities in experience across disparate geographies? What did it mean to be an outlaw, "deviant," or poor in colonial Southeast Asia? This course attempts to answer some of these questions. Open to students with broad interests in social and cultural history, subaltern studies, and Southeast Asia as a region.	<b>Tagliacozzo, E</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>100%</b>
---	--	-----------------------	----------	-------------	----------	----------	----------	----------	----------	-----------	------------	-------------

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter-	% SEA	
					UG	Grad	UG	Grad	14-'15	Disp.	Content
HIST 6515 (X-list: HIST 4515)	<b>The Pacific Horizon</b> This course will examine the many and varied histories of the Pacific Ocean, or what we are calling here the "Pacific Horizon." One of the instructors is a Latin Americanist and the other is an Asianist; between us we hope to conceptualize and frame some of the more important issues in the history of the vast ocean that connects these two places. The Pacific has been a vital field for "making History" over the past several thousand years; we will try to explore this process through ethno-astronomy, trade routes, exploration, migration, and many other phenomena.	<b>Craib,R</b>	<b>4</b>	<b>Spring</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>NO</b>	<b>NO</b>	<b>50%</b>
HIST 6870 (X-list: ASIAN 6601, HIST 4870)	<b>Seminar on Thailand</b> This seminar about modern Thailand tackles the issues that dominate the political, socio-cultural, economic and historic landscape of Thailand. It will ask, through critical readings about Thailand, where this non-colonized country "fits" in the scholarship on (post)coloniality, globalization, and development. We focus on the classics and new scholarship on Thailand that spans the fields of the humanities and social sciences, including politics, history, religion, and anthropology. The seminar is created for upper level undergraduates and graduate students and will provide, through an in-depth look at Thailand, an important pivot point for comparativists and those in interdisciplinary studies examining countries in Asia and the developing world generally.	<b>Loos,T</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>100%</b>
HIST 6880 (X-list: ASIAN 3385, ASIAN 6685, HIST 6950)	<b>Vietnamese History</b> Survey of Vietnamese history and culture from earliest times to the present.	<b>Taylor,K</b>	<b>4</b>	<b>Spring</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>100%</b>
HIST 6950 (X-list: ASIAN 3397, ASIAN 6697, HIST 3950)	<b>Monsoon Kingdoms</b> This course examines Southeast Asia's history from earliest times up until the mid-eighteenth century. The genesis of traditional kingdoms, the role of monumental architecture (such as Angkor in Cambodia and Borobudur in Indonesia), and the forging of maritime trade links across the region are all covered. Religion - both indigenous to Southeast Asia and the great imports of Hinduism, Buddhism, Christianity and Islam - are also surveyed in the various premodern polities that dotted Southeast Asia. This course questions the region's early connections with China, India, and Arabia, and asks what is indigenous about Southeast Asian history, and what has been borrowed over the centuries. Open to undergraduates, both majors and non-majors in History, and to graduate students, though with separate requirements.	<b>Tagliacozzo,E</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>100%</b>

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Dispo.	% SEA Content
					UG	Grad	UG	Grad			
<b>HIST 6960</b>	<b>SE Asian Hist From The 18th C</b>	<b>Loos,I &amp; Tagliacozzo,E</b>	<b>4</b>	<b>Spring</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>YES</b>	<b>YES</b>	<b>100%</b>
(X-list: ASIAN 3396, ASIAN 6696, HIST 3960)											
Surveys the modern history of Southeast Asia with special attentions to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought “the West” into people’s lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.											
<b>International Agriculture and Rural Development (7)</b>											
<b>IARD 4020</b>	<b>Agriculture in Developing Nations I</b>	<b>Hobbs,P</b>	<b>2</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>50%</b>
(X-list: FDSC 4020)											
Acquaint students with the major issues and problems in international agriculture and rural development and to demonstrate how problems in development are being addressed in India and Thailand. The lectures/discussions establish the global and regional contexts for sustainable agricultural development and focus on development challenges in Asia through cases in India and Thailand. This course may be taken as a stand-alone survey course in international agriculture and rural development. However, it is primarily a preparatory course for participants selected to participate in the spring-semester course Agriculture in the Developing Nations II (IARD 6020), which includes a field trip to India during the January intercession.											
<b>IARD 4030</b>	<b>Traditional Agriculture in Dev. Nations</b>	<b>Hobbs,P</b>	<b>1</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>50%</b>
(X-list: CSS 4030)											
Half the world’s arable land is farmed by traditional farmers who have produced food and fiber for millennia with few outside inputs. Many of these practices are forgotten but some are still used by farmers in developing countries. This course examines the pros and cons of some of these traditional systems through the lens of various Cornell faculty who have experiences with traditional agriculture in developing countries.											

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered	Inter-	% SEA
IARD 4495	Rice and Language	Fiskesjö, M	4	Fall	UG	Grad	UG	Grad	14-'15	Disp.	Content
(X-list: ANTRH 4495, 7495, ARKEO 4495, 7495, IARD 7495, LING 4495, 7495)	In recent years numerous breakthroughs have been made in the study of early human history and the formidable role of agriculture in that story. New insights in several disciplines have cast new light on areas previously believed to lie outside of the reach of science. Taking early crop domestication and agricultural expansions and parallel socio-cultural and linguistic developments such as migration and language diversification among early peoples of Asia as a special focus, we will consider evidence from the study of geography, water, rice domestication, plant genetics, human genetics, language, and identity and social change. We will pay special attention to the conversation between disciplines, to how data and insights can be compared from different disciplines, and how the significance of new insights can be enhanced in the light of the theories and methods in different academic disciplines. The focus is Asian rice, but geographically the course has numerous, worldwide comparative dimensions.				0	0	0	0	NO	YES	50%
IARD 6030	Plan & Mng of Ag & Rural Dev	Uphoff,N	4	Spring	1	13	1	10	YES	YES	25%
(X-list: GOVT 6927)	An intercollege course designed to provide graduate students with a multidisciplinary perspective on the administration of agricultural and rural development activities in developing countries. The course is oriented to students in agricultural or social sciences who may have administrative responsibilities during their professional careers. Reviews experience and approaches in agricultural and rural development in a range of developing countries, with particular attention to contemporary issues of participation, decentralization, local institutions, capacity-building, civil society, social capital, and empowerment. Case studies from Asia, Africa, and Latin America.										
IARD 6940	Grad Special Topics in IARD	Imumorin,I	Varied	Spring	0	1	0	0	YES	YES	50%
(X-list: ANSC 4940, ANSC 6940)	The department teaches “trial” courses under this number. Offerings vary by semester and are advertised by the department before the semester starts. Courses offered under the number will be approved by the department curriculum committee, and the same course is not offered more than twice under this number.										

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter-	% SEA
IARD 7495	Rice and Language	Fiskesjö, M	4	Fall	UG	Grad	UG	Grad	14-'15	Content
					0	0	0	0	NO	YES 50%

(X-list: ANTRH 4495, 7495, ARKEO 4495, 7495, IARD 4495, LING 4495, 7495)

In recent years numerous breakthroughs have been made in the study of early human history and the formidable role of agriculture in that story. New insights in several disciplines have cast new light on areas previously believed to lie outside of the reach of science. Taking early crop domestication and agricultural expansions and parallel socio-cultural and linguistic developments such as migration and language diversification among early peoples of Asia as a special focus, we will consider evidence from the study of geography, water, rice domestication, plant genetics, human genetics, language, and identity and social change. We will pay special attention to the conversation between disciplines, to how data and insights can be compared from different disciplines, and how the significance of new insights can be enhanced in the light of the theories and methods in different academic disciplines. The focus is Asian rice, but geographically the course has numerous, worldwide comparative dimensions.

<b>IARD 7830</b>	<b>Farmer-Centered Resrch &amp; Ext.</b>	<b>Nelson,R</b>	<b>3</b>	<b>Spring</b>	<b>0</b>	<b>10</b>	<b>4</b>	<b>8</b>	<b>YES</b>	<b>YES 25%</b>
------------------	--	-----------------	----------	---------------	----------	-----------	----------	----------	------------	----------------

A comparative analysis of extension and research philosophies and educational approaches to sustainable agriculture and natural resource management using case studies from developing countries.

#### Industrial Labor Relations (2)

<b>ILRIC 2350</b>	<b>Work,Labor&amp;Capital in Global</b>	<b>Boyer,G (grb3), Friedman,E (edf48), Kuruvilla,S (sck4)</b>	<b>3</b>	<b>Fall</b>	<b>48</b>	<b>0</b>	<b>55</b>	<b>0</b>	<b>YES</b>	<b>YES 25%</b>
-------------------	---	---	----------	-------------	-----------	----------	-----------	----------	------------	----------------

Provides an introduction to how globalization is changing the nature of work, labor, and capital. It examines both contemporary and historical debates about globalization, but also covers a number of interrelated issues, including the regulation of labor standards, the mobility of capital, the rise of global production systems, international labor, and responses to globalization. Lectures and discussion for the topics mentioned above will be grounded in the experiences of different countries, firms, workplaces, industrial sectors, and individuals.



Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Disp.	% SEA Content
					UG	Grad	UG	Grad			
ILRIC 2350	Work, Labor & Capital in Global	Boyer, G (grb3), Friedman, E (edf48), Kuruville, S (sck4)	3	Spring	57	0	56	0	YES	YES	25%

Provides an introduction to how globalization is changing the nature of work, labor, and capital. It examines both contemporary and historical debates about globalization, but also covers a number of interrelated issues, including the regulation of labor standards, the mobility of capital, the rise of global production systems, international labor, and responses to globalization. Lectures and discussion for the topics mentioned above will be grounded in the experiences of different countries, firms, workplaces, industrial sectors, and individuals.

#### Law (2)

LAW 7170	East Asian Law and Culture Seminar	Riles, A	3	Fall	0	0	0	0	NO	YES	25%
----------	------------------------------------	----------	---	------	---	---	---	---	----	-----	-----

With many of the world's most dynamic economies now in East Asia, today's law graduates are more likely than ever to be involved with legal issues from that region. At the same time, legal problems in East Asia, from human rights, to judicial and legal education reform, to conflicts over labor, environmental and minority rights, to local debates about medical and scientific regulation and ethics, are invaluable sources of comparative insight about our own legal system. This seminar introduces students to the challenges and opportunities of studying law and culture in East Asia from a sophisticated interdisciplinary perspective. Students will participate in a semester-long colloquium and conference series on law and culture in East Asia in which Cornell faculty and guest speakers from around the world will present new research on current legal issues in the region. Students will be required to read a series of background materials in preparation for each seminar and to write six three- to five-page papers responding to the presentations. Everyone who wishes to take the course for credit must attend the first class.

Course Number	Course Title	Instructor	Credits	Semester	2012-2013	2013-2014	Offered	Inter-	% SEA
LAW 7171	East Asian Law and Culture Colloquium	Riles,A	1	Fall	UG 0	UG 0	14-'15	Disp. YES	Content 25%

Students will participate in a semester-long colloquium and conference series on law and culture in East Asia in which Cornell faculty and guest speakers from around the world will present new research on current legal issues in the region. Attendance and participation in all of the 6 to 8 scheduled colloquia as well as the annual Clarke Lecture and Conference is required. Students will prepare a 3-5 page response paper summarizing key findings of one workshop event for a wider public audience over the course of the semester.

#### Linguistics (5)

LING 4495

(X-List: ARKEO 4495, 7495, IARD 4495, 7495,

ANTHR4495, 7495, LING 7495)

#### Rice and Language

Fiskesjö, M

4

Fall

50%

In recent years numerous breakthroughs have been made in the study of early human history and the formidable role of agriculture in that story. New insights in several disciplines have cast new light on areas previously believed to lie outside of the reach of science. Taking early crop domestication and agricultural expansions and parallel socio-cultural and linguistic developments such as migration and language diversification among early peoples of Asia as a special focus, we will consider evidence from the study of geography, water, rice domestication, plant genetics, human genetics, language, and identity and social change. We will pay special attention to the conversation between disciplines, to how data and insights can be compared from different disciplines, and how the significance of new insights can be enhanced in the light of the theories and methods in different academic disciplines. The focus is Asian rice, but geographically the course has numerous, worldwide comparative dimensions.

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	Grad			
<b>LING 7495</b> (X-List: ARKEO 4495, 7495, IARD 4495, 7495, ANTHR 4495, 7495, LING 4495)	<b>Rice and Language</b> In recent years numerous breakthroughs have been made in the study of early human history and the formidable role of agriculture in that story. New insights in several disciplines have cast new light on areas previously believed to lie outside of the reach of science. Taking early crop domestication and agricultural expansions and parallel socio-cultural and linguistic developments such as migration and language diversification among early peoples of Asia as a special focus, we will consider evidence from the study of geography, water, rice domestication, plant genetics, human genetics, language, and identity and social change. We will pay special attention to the conversation between disciplines, to how data and insights can be compared from different disciplines, and how the significance of new insights can be enhanced in the light of the theories and methods in different academic disciplines. The focus is Asian rice, but geographically the course has numerous, worldwide comparative dimensions.	<b>Fiskesjö, M</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>50%</b>
<b>LING 6600</b>	<b>Field Methods</b> Elicitation, recording, and analysis of data from a native speaker of an understudied non-Western language. Provides basic experience in linguistic fieldwork.	<b>Whitman,J</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>NO</b>	<b>100%</b>
<b>LING 7701</b>	<b>Directed Research</b> Directed graduate research in the field of Linguistics	<b>A. Cohn</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>YES</b>	<b>YES</b>	<b>50%</b>
<b>LING 7702</b>	<b>Directed Research</b> Directed graduate research in the field of Linguistics	<b>A. Cohn</b>	<b>4</b>	<b>Spring</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>YES</b>	<b>YES</b>	<b>50%</b>
<b>MUSIC 1101</b>	<b>Fundamentals Of Music</b> An introduction to the theory of music from around the world: the structures of melody and rhythm (pulse, meter, scales, modes, texture, timbre, harmony, form) and the influences of audiences, music technologies (including instruments), reasons, and contexts for music making on instrumental and vocal music from classical, folk, traditional, and popular music of Asia, Africa, Europe, and the Americas. Extensive listening and video examples.	<b>Lewandowski,A</b>	<b>3</b>	<b>Spring</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>NO</b>	<b>30%</b>
<b>MUSIC 1341</b> (X-list: ASIAN 2245, VISST 2744)	<b>Gamelan In Indo Hist&amp;Culture</b> An introduction to Indonesia through its arts. The course combines hands-on instruction in the performance of gamelan music and the academic study of a broader range of Indonesian music in its sociocultural context.	<b>Miller,C</b>	<b>3</b>	<b>Fall</b>	<b>16</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>100%</b>

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered 14-'15	Inter-Disp.	% SEA Content
					UG	Grad	UG	UG	Grad	UG			
MUSIC 1341 (X-list: ASIAN 2245, VISST 2744)	<b>Gamelan In Indo Hist&amp;Culture</b> An introduction to Indonesia through its arts. The course combines hands-on instruction in the performance of gamelan music and the academic study of a broader range of Indonesian music in its sociocultural context.	Miller,C	3	Spring	15	0	6	0	0	YES	YES	YES	100%
MUSIC 3610	<b>Cornell Gamelan Ensemble</b> Study and performance mostly of traditional Javanese gamelan music. Group rehearsal once a week in preparation for one concert. Individual instruction is offered as necessary; those wishing to learn advanced techniques should also enroll in MUSIC 4641 - Advanced Instruction in Gamelan. MUSIC 1341 - Gamelan in Indonesian History and Cultures is not an absolute prerequisite, but it or other relevant experience is recommended.	Miller,C	1	Fall	4	1	2	3	3	YES	YES	YES	100%
MUSIC 3610	<b>Cornell Gamelan Ensemble</b> Study and performance mostly of traditional Javanese gamelan music. Group rehearsal once a week in preparation for one concert. Individual instruction is offered as necessary; those wishing to learn advanced techniques should also enroll in MUSIC 4641 - Advanced Instruction in Gamelan. MUSIC 1341 - Gamelan in Indonesian History and Cultures is not an absolute prerequisite, but it or other relevant experience is recommended.	Miller,C	1	Spring	6	1	4	4	4	YES	YES	YES	100%
MUSIC 4641	<b>Advanced Instruction-Gamelan</b> Concentrated instruction for students in advanced techniques of performance on Indonesian gamelan instruments.	Miller,C	1	Fall	1	0	0	0	0	YES	YES	YES	100%
MUSIC 4641	<b>Advanced Instruction-Gamelan</b> Concentrated instruction for students in advanced techniques of performance on Indonesian gamelan instruments.	Miller,C	1	Spring	2	1	2	0	0	YES	YES	YES	100%
<b>Business Administration (1)</b>													
NBA 5510	<b>Emerging Markets Finance</b> This course explores financial decision making that is special to emerging economies. These countries constitute the engine-of-growth opportunities in the world economy, but their markets are also prone to crises, a feature that reinforces the importance of measuring risk. Most of the decisions the course evaluates are corporate financial management decisions from the point of view of a multinational corporation that is targeting an investment in an emerging market or is based in an emerging market.	Karolyi,A	1.5	Spring	0	0	0	0	0	NO	NO	NO	25%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Disp.	% SEA Content
					UG	Grad	UG	Grad			

Natural Resources (1)											
NTRES 4990	<b>Global Citizenship and Sustainability</b>	Allred, S	Varied	Fall	0	0	0	0	YES	NO	100%

The Global Citizenship and Sustainability: Environmental Community Based Research Initiative in Thailand seeks to foster engaged research, global learning, student leadership and social responsibility. The trip is intended to foster reciprocal learning, benefiting students, community partners and participants in Thailand, focusing on the Tachin River Basin. Teams of students will experience community based research with the intention of gaining a broader understanding of the complexities of the social issues such as water resource management, flooding, and broader issues of sustainability facing our world. The project that students will work on is focused on understanding community-resilience to flooding. Students will work with Mahidol University students in Thailand and community partners to conduct research to better understand experiences with flooding and how to build long-term resilience and adaptation.

#### Near Eastern Studies (1)

NES 3844

**Islamic Politics**

Patel,D

4

Spring

0

0

0

NO

YES

25%

(X-list: GOVT 3344)

Examines the relationship between politics and contemporary Islamist movements and investigates the following core questions: Are religion and politics inseparable in Islam? What makes a state Islamic: its institutions or policies? Why have Islamists become prominent opposition forces in some countries but not others? Why do some Islamists, but not others, espouse violence? Is political Islam compatible with pluralist political practices? Are Islamist movements products of the modern world or reactions against it? Investigates the evolution of contemporary Islamist movements in the context of modern nation-state formation, neo-liberal reform, foreign occupation, authoritarianism, and democratization and explores cases from the Middle East, South Asia, Southeast Asia, Central Asia, and Africa to identify and account for variation in Islamic political mobilization at the national, transnational, and international levels.

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Disp.	Inter- % SEA Content
					UG	Grad	UG	Grad			
NS 2750	<b>Human Biology and Evolution</b>	Gu,Z & Haas,J	3	Fall	0	0	69	0	YES	YES	25%

**Nutritional Sciences (1)**

NS 2750  
(X-list: ANTHR 2750)

**Human Biology and Evolution**  
Examines the theories and mechanisms of modern evolutionary biology as they apply to present-day humans and their hominid ancestors. Lectures and discussions of molecular and paleontological evidence of human evolution, the causes and consequences of contemporary human biological diversity, and biological and behavioral modes of human adaptation to past and present natural and cultural environments.

**Policy Analysis and Management (1)**

PAM 4440  
(X-list: FGSS 4480)

**Violence Against Women**

Parrot,A

3

Fall

0 0 0 0 0 0 YES YES 25%

Violence is committed against women worldwide at an alarming rate. This course focuses on the historical and current reasons for and impact of violence against women both domestically and internationally. The impact of legislative, public, social, economic, or religious policies on the incidence of such violence is considered. Current and pending policies are identified and evaluated regarding their impact on violence against women in the United States and worldwide. Violence against women is committed to protect women's virginity, because women are viewed as property, for political reasons, as hate crimes, and in the name of culture, religion, and tradition. The types of violence discussed in this course include rape, child sexual abuse, homicide, battering, domestic violence, hate crimes, gay bashing, kidnapping, ethnic cleansing, war crimes, forced prostitution, female genital mutilation, honor killings, public beating, lashing, stoning, torture, infanticide, trafficking of women, forced abortions, acid attacks, and sati (self-immolation). Each student is required to evaluate the impact of one current policy and critique the potential value of one pending policy relating to violence against women.

**Plant Breeding (1)**

PLBR 6940

**Special Topics in Plant Breeding**

Staff

Varied

Fall/Spring

0 0 0 0 0 0 NO YES 50%

The department teaches "trial" courses under this number. Offerings vary by semester, and are advertised by the department before the semester starts. Courses offered under the number will be approved by the department curriculum committee, and the same course is not offered more than twice under this number.

Course Number Performing Arts (1)	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	% SEA Disp. Content
					UG	Grad	UG	Grad		
PMA 3431 (X-list: ASIAN 3331, FGSS 3311)	<b>Gender and Sexuality in SEA Cinema</b>  This course examines the new cinemas of Southeast Asia and their engagement with contemporary discourses of gender and sexuality. It pays special attention to the ways in which sexuality and gendered embodiment are at present linked to citizenship and to other forms of belonging. Focusing on globally circulating Southeast Asian films of the past 15 years, the course draws on current writings from feminism, Buddhist studies, affect theory, queer studies, postcolonial theory, and film studies to ask what new understandings of subjectivity might emerge from these cinemas and their political contexts. Films will be drawn from both mainstream and independent cinema and will include the work of directors such as Apichatpong Weerasethakul, Danny and Oxide Pang, Nguyen Tan Hoang, Yau Ching, Thunska Pansittivorakul, Garin Nugroho, and Jean-Jacques Annaud.	Fuhrmann,A	4	Fall	0	0	1	0	YES	YES 100%.
<b>Religious Studies (5)</b> <b>RELST 3309</b> (X-list: ASIAN 3309)	<b>Temple in the World</b>  Buddhism is often thought of as a meditative and philosophical tradition, remote from the concerns and pleasures of everyday life, practical ethics, and politics. This course explores the unfolding of Buddhist life in contemporary South and Southeast Asia, in locations such as Burma, Thailand, India, Sri Lanka, Malaysia, and Cambodia. We will see how the practices of meditation and philosophical reflection enter the lives of Buddhists, along with other expressions of devotion, aesthetic fascination, political action, and sociability. Our goal will be to recognize the sensual, emotional, and social qualities of Buddhist practice, and the ways in which life unfolds in a Buddhist idiom.	Blackburn,A	3	Spring	0	0	2	0	YES	YES 50%
<b>RELST 3420</b> (X-list: ANTHR 3420)	<b>Myth, Ritual, and Symbol</b>  Examines how systems of thought, symbolic forms, and ritual practice are formulated and expressed in primarily non-Western societies. Focuses on anthropological interpretations of space, time, cosmology, myth, classificatory systems (e.g., color, totems, food, dress, kinship), taboos, sacrifice, witchcraft, sorcery, and rites of passage (birth, initiation, marriage, death). Examines both the roles of specialists (e.g., spirit mediums, curers, priests, ascetics) and nonspecialists in producing these cultural forms.	Willford,A	4	Spring	1	0	1	1	YES	YES 25%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered Inter-14-'15		% SEA Content
					UG	Grad	UG	Grad	UG	Grad	YES	YES	
<b>RELST 4438</b> <b>X-list: ASIAN 4438, 6638, RELST 6638</b>	<b>Monks, Texts, &amp; Relics</b> What role did magic and ritual play in the growth of Buddhism in South and Southeast Asia? Where did Buddhist monks travel and why? This course examines how Buddhist communities were formed by networks that carried monks, potent texts, and relic talismans throughout these regions, from the beginning of Buddhism to the present day.	<b>Blackburn, A</b>	<b>4</b>	<b>Spring</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>90%</b>
<b>RELST 4462</b> <b>(X-list: ASIAN 4462, ASIAN 6662)</b>	<b>Relig Colonial &amp; Nation</b> Taught as a seminar, the course engages recent theoretical literature on the relations between religion, colonialism and nation formation. This theoretical literature is read in conjunction with historical and ethnographic materials from South and Southeast Asian contexts, which allow us to explore the intellectual promise and limitations of the theoretical work in question.	<b>Blackburn, A</b>	<b>4</b>	<b>Fall</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NO</b>	<b>YES</b>	<b>50%</b>
<b>RELST 6638</b> <b>X-list: ASIAN 4438, 6638, RELST 4438</b>	<b>Monks, Texts, &amp; Relics</b> What role did magic and ritual play in the growth of Buddhism in South and Southeast Asia? Where did Buddhist monks travel and why? This course examines how Buddhist communities were formed by networks that carried monks, potent texts, and relic talismans throughout these regions, from the beginning of Buddhism to the present day.	<b>Blackburn, A</b>	<b>4</b>	<b>Spring</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>90%</b>
<b>Society for the Humanities (1)</b>													
<b>SHUM 6308</b> <b>(X-list: ASIAN 6682)</b>	<b>Flux Navigation: Southeast Asian City</b> This course critically examines Southeast Asia's port and delta metropolises as sites of economic and cultural transformation as part of recent power shifts in the region. Based in socio-spatial problematics associated with convergences between old and new forms of labor, capital, and governance in urban environments threatened by climate change, the course uses film to tease out the new forms of collectivity — and embodied, affective subjectivities — produced by the increasingly contrapuntal relations between humans and non-humans in these unsettled cityscapes.	<b>Furhmann, A, Foster, J</b>	<b>4</b>	<b>Fall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>YES</b>	<b>100%</b>



Course Number Sociology (1)	Course Title	Instructor	Credits	Semester	2012-2013 UG	Grad	2013-2014 UG	Grad	Offered 14-'15	Inter- Disp.	% SEA Content
SOC 2202 (X-list: DSOC 2010)	<b>Population Dynamics</b> Introduction to population studies. The primary focus is on the relationships between demographic processes (fertility, mortality, and immigration) and social and economic issues. Discussion covers special topics related to population growth and spatial distribution, including marriage and family formation, population aging, changing roles and statuses of women, labor force participation, immigrations, urban growth and urbanization, resource allocation, and the environment.	Basu,A	3	Fall	11	0	11	0	YES	YES	25%
<b>Visual Studies (9)</b>											
VISST 2744 (X-list: ASIAN 2245, MUSIC 1341)	<b>Gamelan In Indo Hist&amp;Culture</b> An introduction to Indonesia through its arts. The course combines hands-on instruction in the performance of gamelan music and the academic study of a broader range of Indonesian music in its sociocultural context.	Miller,C	3	Fall	0	0	1	0	YES	YES	100%
VISST 2744 (X-list: ASIAN 2245, MUSIC 1341)	<b>Gamelan In Indo Hist&amp;Culture</b> An introduction to Indonesia through its arts. The course combines hands-on instruction in the performance of gamelan music and the academic study of a broader range of Indonesian music in its sociocultural context.	Miller,C	3	Spring	1	0	0	0	YES	YES	100%
VISST 2805 (X-list: ASIAN 2285, ARTH 2805)	<b>Material Worlds</b> Trade in and to Asia proved to be a key force in creating our modern “globalized” world. The Indian Ocean and the China Seas converged on Southeast Asia, where a cosmopolitan array of ships from every shore plied their trade, set sail, and returned with the monsoon winds. People, goods, and ideas also traveled on camelback across the undulating contours of the Gobi Desert, connecting India, the Near East and Central Asia with China, Korea, and Japan. This course introduces students to the raw ingredients of things in motion, poised interactively in time and space, as material worlds collide. Wood, bamboo, bronze, clay, earthenware, ink, spices, textiles and tea - students will navigate sites of encounter at the Herbert F. Johnson Museum from pre modern to the present.	McGowan,K & Pan,A	4	Spring	24	1	22	2	NO	YES	75%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			Offered Inter-		% SEA Content
					UG	Grad		UG	Grad		14-'15	Disp.	
VISST 3360 (X-list: ASIAN 3386, ASIAN 6687)	Translating SEA Through Film  In Western films Southeast Asia has always been portrayed as an exotic locale of romance, haunting landscapes, and “inscrutable” smiling natives. This class will explore the ways in which the countries of Southeast Asia have been portrayed in Western cinema, in juxtaposition with films produced in the countries themselves. In what ways is this exotic region constructed through Western eyes? To what degree has Southeast Asian cinema itself imitated this Occidental construct? What are the cultural themes explored by Southeast Asian filmmakers themselves? Through close analysis of the films, we will explore the process of visual translation from reality to fantasy in both the local and international contexts. Several Southeast Asian countries will be covered although there will be a concentration on Singapore, Thailand and Vietnam. No background in Film Studies or Southeast Asia is required.	Paterson, L	4	Spring	2	0	0	0	0	0	YES	YES	100%
VISST 3655 (X-list: ARTH 3855, ASIAN 3394)	The House and the World  In many Asian societies, houses are regarded as having a vitality of their own. This course will examine the role of the house as a living organism in Asia. Houses also function as storehouses for material and immaterial wealth; artifacts such as textiles, jewelry, sculptures, and masks function within the house as ancestral heirlooms, conveying their own currents of life force, the power from which serving to blend with the vitality of the house. The indigenous architectural traditions of India, Vietnam, Thailand, Indonesia, and the Philippines will be examined. By studying the inhabited spaces of others, divining their technologies of construction and their applied symbologies, students will be provided with powerful tools for examining the visual skills and sensibilities of other cultures.	McGowan, K	4	Fall	0	0	0	0	0	0	YES	YES	75%
VISST 3696 (X-list: ARTH 3850, ASIAN 3350)	The Arts of Southeast Asia  The arts of Southeast Asia will be studied in their social context, since art plays a role in most of the salient occasions in life in traditional societies. Special emphasis will be devoted to developments in Indonesia, Thailand, and Cambodia. Among topics covered will be the shadow puppet theater of Java, textiles, architecture, sculpture, and Bali's performance tradition.	McGowan, K	4	Fall	0	0	0	0	0	0	YES	YES	100%

Course Number	Course Title	Instructor	Credits	Semester	2012-2013		2013-2014		Offered Inter- 14-'15	Dis.	Inter- YES	% SEA Content
					UG	Grad	UG	Grad				
VISST 4607 (X-list: ARTH 4107, AMST 4301)	<b>The Museum And The Object</b> This semester, we will focus on the social, economic and cultural challenges of the American art museum in the twenty-first century. Taking advantage of the recent expansion of the Herbert F. Johnson Museum of Art, advanced students will have the opportunity to work directly with curatorial specialists and original works of art from the museum's wide ranging collection of objects from across cultures and centuries. Of special focus will be the newly created Visible Storage Gallery, which enables viewing and comparison of objects from diverse cultures and media in situ. Sessions focus on art and material culture analysis by questioning the ways quality, function and meaning is determined in works of art – all important considerations in the constitution of a diverse American art collection. Topics include methods of attribution, cultural patrimony, fakes and forgeries, techniques and media, restoration and conservation, art education and theories of perception. Session leaders include the curatorial staff of the art museum.	Finley,C	4	Fall	0	0	0	0	YES	YES	YES	75%
VISST 4851 (X-list: ARTH 4851, ARTH 6851)	<b>Performing Objects/Collecting</b> The twin phenomena of performing and collecting are as old as time, and both require an intense entanglement with things. This seminar examines the significance of objects and their related texts within the field of Art History and, indeed, more broadly as they are “performed” and “collected” (sometimes both initiatives occurring simultaneously) in Asian Art and Culture. Various performative and collective containments will be mapped as the transcend boundaries: temporal, spatial, cultural, intertextual, and disciplinary. Masked dances and their costume elements, clay pots, bronzes, serpentine daggers, musical instruments, embroidered story cloths, shadow puppets, flora, fauna, and film will be explored.	McGowan,K	4	Fall	6	0	0	0	NO	YES	YES	75%
VISST 4852 (X-list: ARTH 4852, ARTH 6852, ASIAN 4442, ASIAN 6646)	<b>Shadowplay: Asian Art and Perform.</b> Shadowplay is a superb medium for storytelling. As with many performing arts in Asia, neither the highly stylized images of puppets, nor its musical, or linguistic complexity detract from its wide popularity. Why does an art that appears so obscure exercise such broad appeal? This seminar explores the playful and politically adept fluctuations of shadows across screens from India to Mainland and Island Southeast Asia. We will also briefly examine East Asian developments, particularly in China and Japan. In each of the countries where shadow theatre exists it has acquired its own repertory and a distinct technique and style of its own. This aesthetic has translated locally into paint, sculpture, architecture, cinema, and modern and contemporary installation art.	McGowan,K	4	Spring	0	0	0	0	YES	YES	YES	50%

## Cornell Southeast Asia Program - Language Course List

Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			% SEA Content
				UG	Grad	UG	UG	Grad	14-'15	
<b>Burmese (7)</b>										
<b>Elementary Burmese I</b>	Myint,S	4	Fall	2	6	1	3	YES		100%
A thorough grounding is given in all language skills: listening, speaking, reading, and writing.										
<b>Elementary Burmese II</b>	Myint,S	4	Spring	1	6	1	3	YES		100%
A thorough grounding is given in all language skills: listening, speaking, reading, and writing.										
<b>Intermed Burmese Reading I</b>	Myint,S	3	Fall	2	0	1	3	YES		100%
Continuing instruction in Burmese. For consolidating and extending skills acquired at the elementary level										
<b>Interm. Burmese Reading II</b>	Myint,S	3	Spring	2	0	1	1	YES		100%
Continuing instruction in Burmese. For consolidating and extending skills acquired at the elementary level in both spoken and written Burmese, and for strengthening the understanding of literary Burmese.										
<b>Advanced Burmese I</b>	Min,K	3	Fall	0	0	2	1	YES		100%
For further development of listening skills in Burmese with emphasis on enriching vocabulary, strengthening grammatical competence, and understanding various genres and styles of written Burmese, such as articles on current events, anecdotes, short stories, etc.										
<b>Advanced Burmese II</b>	Min,K	3	Spring	0	0	2	1	YES		100%
For further development of listening skills in Burmese with emphasis on enriching vocabulary, strengthening grammatical competence, and understanding various genres and styles of written Burmese, such as articles on current events, anecdotes, short stories, etc.										
<b>Directed Study</b>	Myint,S	Varied	Spring	0	1	0	0	YES		100%
Intended for advanced language study.										
<b>Indonesian (8)</b>										
<b>Elementary Indonesian I</b>	Pandin,J	4	Fall	4	2	4	1	YES		100%
Gives a thorough grounding in basic speaking, listening, reading and writing skills.										
<b>Elementary Indonesian II</b>	Pandin,J	4	Spring	4	2	4	1	YES		100%
Gives a thorough grounding in basic speaking, listening, reading and writing skills.										

Course Title	Instructor	Credits	Semester	UG	Grad	UG	Grad	14-'15	Offered	% SEA Content
<b>Intermediate Indonesian I</b> Develops all four skills: reading, writing, speaking, and listening comprehension.	<b>Pandin,J</b>	3	Fall	5	4	3	1	YES		100%
<b>Intermediate Indonesian II</b> Develops all four skills: reading, writing, speaking, and listening comprehension.	<b>Pandin,J</b>	3	Spring	1	2	2	1	YES		100%
<b>Advanced Indonesian I</b> Practical language course on an advanced level in which students read and discuss selected materials on issues of their academic interests, write essays, and make oral presentations.	<b>Pandin,J</b>	3	Fall	0	3	0	3	YES		100%
<b>Advanced Indonesian II</b> Practical language course on an advanced level in which students read and discuss selected materials on issues of their academic interests, write essays, and make oral presentations.	<b>Pandin,J</b>	3	Spring	0	1	1	3	YES		100%
<b>Directed Study</b> Intended for advanced language study.	<b>Pandin,J</b>	Varied	Fall	0	3	0	3	YES		100%
<b>Directed Study</b> Intended for advanced language study.	<b>Pandin,J</b>	Varied	Spring	0	1	0	4	YES		100%
<b>Khmer (9)</b>										
<b>Elementary Khmer I</b> Gives a thorough grounding in speaking and reading.	<b>Phan,H</b>	4	Fall	1	0	0	1	YES		100%
<b>Elementary Khmer I</b> Gives a thorough grounding in speaking and reading.	<b>Phan,H</b>	4	Spring	3	0	3	0	YES		100%
<b>Elementary Khmer II</b> Gives a thorough grounding in speaking and reading.	<b>Phan,H</b>	4	Spring	1	0	3	0	YES		100%
<b>Intermediate Khmer Reading I</b> Continuing instruction in spoken and written Khmer. Intermediate level of reading Khmer.	<b>Phan,H</b>	3	Fall	2	2	0	0	YES		100%
<b>Intermediate Khmer Reading II</b> Continuing instruction in spoken and written Khmer. Intermediate level of reading Khmer.	<b>Phan,H</b>	3	Spring	2	2	0	0	YES		100%
<b>Advanced Khmer I</b> Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.	<b>Phan,H</b>	4	Fall	0	1	1	1	YES		100%
<b>Advanced Khmer II</b> Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.	<b>Phan,H</b>	4	Spring	0	1	0	0	YES		100%

Course Title	Instructor	Credits	Semester	2012-2013			2013-2014			% SEA Content
				UG	Grad	UG	UG	Grad	14-'15	
<b>Directed Study</b> Intended for advanced language study.	<b>Phan,H</b>	<b>Varied</b>	<b>Fall</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>100%</b>
<b>Directed Study</b> Intended for advanced language study.	<b>Phan,H</b>	<b>Varied</b>	<b>Spring</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>YES</b>	<b>100%</b>
<b>Tagalog (8)</b>										
<b>Elementary Tagalog I</b> Gives a thorough grounding in basic speaking and listening skills with an introduction to reading and writing.	<b>Savella,M</b>	<b>4</b>	<b>Fall</b>	<b>12</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>YES</b>	<b>100%</b>
<b>Elementary Tagalog II</b> Gives a thorough grounding in basic speaking and listening skills with an introduction to reading and writing.	<b>Savella,M</b>	<b>4</b>	<b>Spring</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>YES</b>	<b>100%</b>
<b>Intermediate Tagalog I</b> Develops all four skills: reading, writing, speaking, and comprehension.	<b>Savella,M</b>	<b>3</b>	<b>Fall</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>YES</b>	<b>100%</b>
<b>Intermediate Tagalog II</b> Develops all four skills: reading, writing, speaking, and comprehension.	<b>Savella,M</b>	<b>3</b>	<b>Spring</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>YES</b>	<b>100%</b>
<b>Advanced Tagalog I</b> Continuing instruction on conversational skills but with emphasis on reading and writing. Selected core readings in contemporary Tagalog literature are used, but students, in consultation with the instructor, may select some of the reading materials.	<b>Savella,M</b>	<b>3</b>	<b>Fall</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>100%</b>
<b>Advanced Tagalog II</b> Continuing instruction on conversational skills but with emphasis on reading and writing. Selected core readings in contemporary Tagalog literature are used, but students, in consultation with the instructor, may select some of the reading materials.	<b>Savella,M</b>	<b>3</b>	<b>Spring</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>100%</b>
<b>Directed Study</b> Intended for advanced language study.	<b>Savella,M</b>	<b>Varied</b>	<b>Fall</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>100%</b>
<b>Directed Study</b> Intended for advanced language study.	<b>Savella,M</b>	<b>Varied</b>	<b>Spring</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>100%</b>
<b>Thai (11)</b>										
<b>Elementary Thai I</b> Gives a thorough grounding in all the language skills: listening, speaking, reading, and writing.	<b>Jagacinski,N</b>	<b>6</b>	<b>Fall</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>YES</b>	<b>100%</b>

Course Title	Instructor	Credits	Semester	2012-2013				2013-2014				% SEA Content
				UG	Grad	UG	Grad	UG	Grad	UG	Grad	
<b>Elementary Thai II</b>	Jagacinski,N	6	Spring	0	1	2	0	YES	YES	14-'15	YES	100%
Gives a thorough grounding in all the language skills: listening, speaking, reading, and writing.												
<b>Intermed Thai Reading I</b>	Jagacinski,N	3	Fall	2	1	0	1	YES	YES			100%
Continuing instruction in spoken and written Thai.												
<b>Intermediate Thai Reading II</b>	Jagacinski,N	3	Spring	2	1	0	1	YES	YES			100%
Continuing instruction in spoken and written Thai.												
<b>Intermed Thai Comp&amp;Conver II</b>	Jagacinski,N	3	Spring	0	1	0	0	YES	YES			100%
Intermediate instruction in spoken and written grammar and reading comprehension.												
<b>Advanced Thai I</b>	Jagacinski,N	4	Fall	0	1	0	1	YES	YES			100%
Selected readings in Thai writings in various fields.												
<b>Advanced Thai II</b>	Jagacinski,N	4	Fall	0	0	0	1	YES	YES			100%
Selected readings in Thai writings in various fields.												
<b>Thai Literature I</b>	Jagacinski,N	4	Fall	0	1	0	1	YES	YES			100%
Reading of significant novels, short stories, and poetry written since 1850.												
<b>Thai Literature II</b>	Jagacinski,N	4	Spring	0	2	0	0	YES	YES			100%
Reading of significant novels, short stories, and poetry written since 1850.												
<b>Directed Study</b>	Jagacinski,N	Varied	Fall	0	2	2	1	YES	YES			100%
Intended for advanced language study.												
<b>Directed Study</b>	Jagacinski,N	Varied	Spring	0	3	0	1	YES	YES			100%
Intended for advanced language study.												
<b>Vietnamese (9)</b>												
<b>Elementary Vietnamese I</b>	Tranviet,T	4	Fall	3	2	2	4	YES	YES			100%
Gives a thorough grounding in all language skills: listening, speaking, reading, and writing.												
<b>Elementary Vietnamese II</b>	Tranviet,T	4	Spring	2	2	2	3	YES	YES			100%
Gives a thorough grounding in all language skills: listening, speaking, reading, and writing.												
<b>Intermed Vietnamese I</b>	Tranviet,T	3	Fall	1	0	2	1	YES	YES			100%
Continuing instruction in spoken and written Vietnamese.												
<b>Intermed Vietnamese II</b>	Tranviet,T	3	Spring	1	0	0	1	YES	YES			100%
Continuing instruction in spoken and written Vietnamese.												

Course Title	Instructor	Credits	Semester	2012-2013				2013-2014				% SEA Content
				UG	Grad	UG	Grad	UG	Grad	UG	Grad	
<b>Interm Vietnamese Comp/Rdg I</b> Designed for heritage speakers of Vietnamese whose speaking and listening skills are at the proficient level but still need to improve writing and reading skills.	Tranviet,T	3	Fall	2	0	0	1	1	YES			100%
<b>Interm Vietnamese Comp/Rdg II</b> Designed for heritage speakers of Vietnamese whose speaking and listening skills are at the proficient level but still need to improve writing and reading skills.	Tranviet,T	3	Fall	0	0	0	1	1	YES			100%
<b>Advanced Vietnamese I</b> Continuing instruction in spoken and written Vietnamese. Introduction to reading newspapers; the course emphasizes on enlarging vocabulary and increasing reading speed by reading various genres and styles of prose.	Tranviet,T	3	Fall	0	1	0	0	0	YES			100%
<b>Advanced Vietnamese II</b> Continuing instruction in spoken and written Vietnamese. Introduction to reading newspapers; the course emphasizes on enlarging vocabulary and increasing reading speed by reading various genres and styles of prose.	Tranviet,T	3	Spring	0	1	0	0	0	YES			100%
<b>Directed Study</b> Intended for advanced language study.	Tranviet,T	Varied	Spring	0	0	1	0	0	YES			100%